

# Sheringham Community Primary School

Cooper Road, Off Holway Road, Sheringham, NR26 8UH

**Inspection dates** 16–17 July 2013

<b>Overall effectiveness</b>	Previous inspection:	Outstanding	1
	This inspection:	<b>Good</b>	<b>2</b>
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Outstanding	1

## Summary of key findings for parents and pupils

### This is a good school.

- Teaching is usually good and some is outstanding. The teaching of reading is particularly effective.
- Most groups of pupils often make more progress than is expected of them in a range of subjects, including English and mathematics.
- Pupils' behaviour is good. Most pupils have positive attitudes to learning and this makes a considerable contribution to their good progress.
- Pupils say that they feel safe in all areas of the school. They are extremely well informed about how to keep themselves safe and feel they are well cared for.
- Leaders and managers at all levels, including the governing body, have acted promptly and effectively to identify areas for improvement and to address them rapidly.
- The headteacher is supported extremely well by a highly effective team of senior and subject leaders.
- The Teaching School provides rich opportunities for well-focused training, coaching and support programmes for staff. Their morale is high.
- The wide range of learning opportunities on offer contributes extremely well to pupils' spiritual, moral, social and cultural development.

### It is not yet an outstanding school because

- A minority of teaching requires improvement because the work set for pupils does not demand enough of them and, as a result, their progress slows.
- Pupils' attendance is below average.
- Some teachers' marking does not consistently help the pupils to improve their work.
- Minor misdemeanours at lunch time are not always dealt with effectively.

## Information about this inspection

- Inspectors observed 35 lessons taught by 22 teachers, and two assemblies. They observed four lessons jointly with senior leaders.
- Meetings were held with senior leaders, subject leaders, staff and members of the governing body. In addition, the lead inspector had a discussion with two representatives from the local authority.
- Inspectors talked with pupils, listened to them read and observed them at play during break and lunch times.
- The school’s safeguarding policies, improvement plans, notes from meetings of the governing body and records of pupils’ behaviour were reviewed. Inspectors also looked at the work pupils were doing in their books, that which was on display and at records of their progress.
- Inspectors took account of the 55 responses to the online parent questionnaire (Parent View), parental correspondence and 26 replies to the staff questionnaire. Inspectors also met with parents and carers and sought their views at the start of the school day as they brought their children to school.

## Inspection team

Sarah Warboys, Lead inspector

Additional Inspector

Isobel Randall

Additional Inspector

Matthew Klimcke

Additional Inspector

Emily Simpson

Additional Inspector

## Full report

### Information about this school

- Sheringham Community Primary School is much larger than most primary schools.
- Almost all pupils are White British; the proportion of pupils from minority ethnic backgrounds is well-below-average. Very few pupils speak English as an additional language.
- An average proportion of the pupils are eligible for the pupil premium, which provides additional funding to the school. The funding is based on the number of children at the school in local authority care and those known to be eligible for free school meals.
- The percentage of disabled pupils and those who have special educational needs who are supported through school action is above-average.
- A below-average proportion of pupils are supported at school action plus or with a statement of special educational needs.
- The school meets the current government floor standard, which sets the minimum expectations for pupils' attainment and progress in English and mathematics.
- The number of pupils joining and leaving the school at different times of the year is above that normally found.
- The school makes use of Sheringham Woodfield Special School to provide specialist provision for supporting pupils' social and emotional development.
- The 'Bright Stars' before- and after-school and holiday club, managed by the governing body, operates on the school site.
- Sheringham Community Primary School is a National Teaching School. It takes a leading role in the training and professional development of teachers, support staff and headteachers, as well as contributing to the raising of standards through school-to-school support.

### What does the school need to do to improve further?

- Strengthen teaching so that it is consistently good and outstanding, by ensuring that:
  - in all lessons each ability group is set work that is demanding enough to move their learning rapidly to the next level
  - marking is always used effectively to help pupils to improve their work
  - all pupils develop exemplary attitudes to learning.
- Increase attendance to bring it at least in line with the national average.

## Inspection judgements

### The achievement of pupils is good

- Attainment in English and mathematics at the end of Year 6 has fluctuated over the past three years. Unusually, in 2012, results fell because pupils did not build rapidly enough on their attainment at the end of Year 2 to reach the standards pupils at the school typically attain by the end of Year 6, in either writing or mathematics.
- The school's decisive action in response to last year's disappointing results has ensured that almost all of the current Year 6 pupils have made or exceeded the progress expected of them in reading, writing and mathematics, and that they are very well prepared for their transfer to secondary school.
- Recent assessment information and discussions with pupils indicates that most pupils in each year group, including those who need extra help, are making at least good progress. However, achievement is not outstanding because the quality of teaching is not consistently strong enough to ensure that all pupils make rapid gains. This is evident in some of the work seen in pupils' books, particularly in mathematics.
- Standards in reading at the end of Year 2 and by the time pupils leave the school in Year 6 are above expected levels because the teaching of reading is particularly strong. Pupils learn phonics (the links between letters and the sounds they make) in short, lively sessions. They make progress at a rapid rate because teachers have high expectations of learning. They use exciting and varied teaching approaches and skilfully ask questions that promote the development of early reading extremely well. Reading skills continue to be well taught in Key Stages 1 and 2, alongside a good range of opportunities to read for information and enjoyment.
- Children join the Nursery with skills and abilities that are below those expected for their age. Although their literacy and mathematics skills are less well developed than in other areas, most children make good progress and are working at the level expected for their age by the time they enter Year 1. Adults in the Nursery and Reception classes are extremely caring. They support children's learning very well and take every opportunity to celebrate their achievements.
- The few pupils who attend the specialist off-site provision make excellent progress in reading, writing and mathematics, as well as in their social and emotional development. As a consequence, these pupils are able to communicate and take part in lessons with their peers.
- Disabled pupils and those who have special educational needs are supported extremely well in lessons. Teachers and other adults enable them to take a full part in lessons by talking through new ideas, providing practical resources and making learning fun. For example, in a Year 5 group, pupils enthusiastically learned to make and use new words exceptionally well by matching prefixes to 'root' words such as 'un' and 'fortunate'.
- Pupils who arrive partway through the school year are welcomed and well supported. They are paired with a 'buddy' who helps them to make new friends and learn new routines. The headteacher makes regular checks that these pupils are settling in well.
- The school makes good use of the extra funding it receives to support pupils eligible for the pupil premium. It provides a wide range of support programmes, resources, as well as extra adult help in lessons and in small intervention groups. Eligible pupils, in Year 6, in 2013 attained similar levels to their classmates in English and were on average, about a half-term ahead in

mathematics.

- The very small numbers of pupils from minority ethnic backgrounds, or who speak English as an additional language, make the same progress as other pupils, reflecting the school's commitment to providing equality of opportunity for all.

### **The quality of teaching** is good

- Most teaching is good and some is outstanding. Although some teaching requires improvement, over time the teaching results in good achievement for pupils.
- The majority of teachers have consistently high expectations which are made explicitly clear to pupils, so they know precisely what is expected of them. They use assessment information and lesson planning extremely well to make sure that each ability group is set work that is at just the right level of difficulty to move their learning rapidly to the next level.
- Where teaching seen during the inspection was weaker, the work set for pupils was not demanding enough and the pupils did not learn with the speed, commitment and enthusiasm that was typically seen where teaching was good or better.
- The best learning happens when teachers provide pupils with extremely high levels of challenge and promote their independence and resourcefulness. Adults ask pupils probing questions that deepen their understanding. On these occasions, pupils are highly engaged in tasks, and learning proceeds at a brisk pace. In Year 5, for example, pupils' imagination was caught by the story of *The Pied Piper* and this led to them being able to write with great empathy.
- Most teachers have excellent subject knowledge and encourage pupils to use technical vocabulary confidently and accurately. They reshape lessons effectively according to pupils' understanding, so that the momentum of learning is maintained. Additional adults are used well to support pupils who need extra help and to ensure that they are able to take a full part in lessons.
- Where teaching is outstanding a key factor in lessons, including those in English and mathematics, is the inspiring context in which teachers place learning activities. They plan stimulating activities that enthuse and fascinate pupils and foster a love of learning. For example, in Year 6, pupils eagerly explored relationships between numbers and took great pleasure in their findings and sharing them with each other.
- In the Early Years Foundation Stage children choose from a range of activities that help them to develop their skills across all areas of learning. Adults are highly skilled in turning play into learning opportunities. In the Nursery, children's language skills developed particularly well through the teacher's skilful questioning in describing their painting of a 'dinosaur monster'. In the Reception class, children deepened their knowledge and understanding of the value of coins as they bought and sold ice-creams in the role-play shop.
- The quality of teachers' marking in English and mathematics is variable. Some is exemplary and provides pupils with clear and helpful guidance about what they need to do to improve their work. Pupils are routinely expected to follow up their suggestions. However, not all teachers' marking is as effective in providing pupils with precise feedback, nor are all pupils given sufficient time to respond to teachers' advice so they can develop and improve their skills.

**The behaviour and safety of pupils are good**

- Pupils' behaviour is usually good, and their positive attitudes to learning make a significant contribution to their good progress. Sometimes pupils are passive learners, working steadily but without determination. This occurs when their work is set at a level that is too easy in relation to their ability.
- The class and school councils illustrate very well how pupils' views are taken into account. They are helped to adopt safe practices such as water safety and how to keep safe when using the internet. As a consequence, pupils say they feel extremely safe in school and feel very well cared for.
- Staff, parents and carers overwhelmingly agree that pupils behave well and that there is almost no bullying. Pupils have a thorough understanding of different types of bullying. They are adamant that such incidents are extremely rare. 'Peer Pals' and Year 6 'prefects' help pupils to try to sort out their own minor disagreements. That said, they have every confidence in adults to help them deal with these situations should the need arise.
- At lunchtime, pupils generally get along well and play happily. Pupils' views confirmed that behaviour is usually good but highlighted some inconsistencies in how well the staff deal with misdemeanours.
- The 'Bright Stars' before- and after-school clubs provides outstanding care. Excellent facilities ensure pupils are happy and choose from a wide range of activities. The provision makes a significant contribution to pupils' personal and social development.
- Pupils enjoy coming to school. Their levels of punctuality are high. A few families taking term-time holidays reduce the overall rate of attendance to below average. Strong links with outside agencies support pupils whose circumstances have made them vulnerable extremely well. Parents and carers who spoke to inspectors described the pastoral care their children had received as, 'second to none'.

**The leadership and management are outstanding**

- The headteacher is dedicated and committed to the school. He is extremely well supported by a group of senior leaders and governors. Staff are fully behind his drive for continuous improvement. A very strong sense of teamwork exists where staff challenge, support and learn from each other.
- The school's designation of National Teaching School provides excellent opportunities for professional development for staff at all levels. Senior and subject leaders regularly observe teachers and provide them with clear guidance and training which helps to develop their skills. There is a secure link between the quality of teachers' work and pay increases.
- Systems for tracking pupils' progress and to ensure equal opportunities are robust. Senior leaders have an excellent insight of the school's strengths and areas for development, so are extremely well placed to make strategic decisions about its work. Above average standards have been maintained over several years, with the exception of a dip in pupils' achievement in 2012. In response leaders took decisive, well managed and effective action to ensure pupils made good progress and reached higher standards this year.
- Those parents and carers who responded to the online questionnaire and who spoke to

inspectors hold the school in high regard. Several of their comments expressed appreciation of the way in which their children's particular needs had been met.

- Pupils are motivated by a stimulating curriculum which makes excellent use of its coastal environment to enrich pupils' experiences. Pupils' spiritual, moral, social and cultural development is promoted extensively in sporting activities, opportunities to create and appreciate art and to reflect on stories from other cultures. An assembly provided an 'awe and wonder' moment. 'How did she do that?' gasped one pupil, as water changed to wine right in front of their eyes.
- The local authority provides light-touch support for this school through periodic reviews of its performance.
- **The governance of the school:**
  - Governors are keen to help the school to continue to improve. Their self-evaluation is extremely thorough. Governors benefit from training which means they are extremely well placed to make decisions about what happens in school. Regular visits to discuss improvement actions with leaders enable them to find out for themselves how well the school is performing. They know how pupils' achievement compares to other schools nationally. Governors work closely with senior leaders to maintain the high quality of teaching and to ensure all staff, including the headteacher, are held to account for pupils' achievement through management of their performance. They know what the school is doing to reward good teachers and that underperformance is appropriately tackled. Governors work closely with staff to ensure that safeguarding arrangements meets requirements. They monitor the use of financial resources effectively, including the effective use of the pupil premium.

## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>



## School details

<b>Unique reference number</b>	120851
<b>Local authority</b>	Norfolk
<b>Inspection number</b>	411897

This inspection of the school was carried out under section 5 of the Education Act 2005.

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	619
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Carole Fields
<b>Headteacher</b>	Dominic Cragoe
<b>Date of previous school inspection</b>	5 February 2008
<b>Telephone number</b>	01263 823848
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