

# Inspection of good school: Sheet Primary School

School Lane, Sheet, Petersfield, Hampshire GU32 2AS

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Inspection date: 18 September 2019

## Outcome

Sheet Primary School continues to be a good school.

## What is it like to attend this school?

This is a happy and safe school which pupils are rightly proud of. A wide range of activities enhance pupils' experiences. For example, pupils enjoy trips to local art galleries, army barracks, outings to music concerts, museums, wildlife parks and historical sites in the area.

Teachers plan exciting ways to help children learn and have high expectations. They encourage pupils to read lots of good-quality books. Pupils work hard and get the help they need which ensures that they achieve well.

Pupils have positive relationships with each other and with their teachers. They enjoy coming to school and rarely miss a day. Several spoke to inspectors about their teachers always being there for them. Pupils say bullying does not happen and any incidents of poor behaviour are quickly resolved.

Pupils behave well. They play happily with their friends during breaktimes. Inspectors observed older pupils help younger pupils settle into lunchtime routines by being a 'buddy' and eating lunch together. Pupils go out of their way to make sure everyone feels part of their 'school family'. They are proud of their vegetable garden where what they grow is used for delicious meals they enjoy.

## What does the school do well and what does it need to do better?

Pupils gain the knowledge they need to learn well in a range of subjects. Leaders ensure that the curriculum meets the needs of pupils overall. Staff include every pupil in exciting and interesting activities. Pupils with special educational needs and/or disabilities (SEND) take part fully in school life and do very well.

The headteacher's strong focus 'to get every child reading and counting' ensures that pupils get off to a great start in the Reception Year. The teaching of reading and phonics (letters and the sounds they represent) are priorities. Staff are well trained and they

deliver high-quality phonics sessions. Teachers are quick to support pupils who need further help. Almost all pupils secure the necessary reading skills early and soon become fluent readers. This means they are well prepared to start Year 1. Teachers read to pupils every day. Pupils enjoy talking about the books they read and regularly visit the well-stocked school library to choose books to read for pleasure. Similarly, in mathematics, teachers plan activities which build on what pupils know and can do. As a result, pupils learn and remember mathematical knowledge and skills very well. For example, inspectors observed Year 2 pupils compare and order numbers, using the right vocabulary to discuss their work. Teachers are very well trained and supported to teach mathematics.

Leaders and teachers have made sure that pupils learn well in most subjects across the curriculum. Teachers use their strong subject knowledge to make sure pupils understand what they are learning. They help pupils make interesting links between subjects. Teachers also help pupils to use what they have learned before when learning new things. However, leaders know that they need to make further improvements to some subjects so that pupils learn the right things at the right time.

The themes of kindness, perseverance, respect, effort and positivity are explored and celebrated throughout the year. This helps guide pupils to think about the difference they can make through their words and actions. Pupils learn about different faiths and communities. Leaders ensure that pupils are well prepared for life in modern Britain.

Pupils respect their teachers and each other. When they are in lessons they know they are there to learn and they make the most of the opportunities that their teachers give them. They take pride in their work and they are keen to learn from their mistakes. Pupils behave well.

Children get off to a flying start in the early years. Staff have excellent relationships with children and parents. As a result, children settle well into school. Staff create interesting learning activities that encourage children to learn about the world around them. For example, inspectors observed children count the leaves they had collected to help them make a 'leaf salad' in the mud kitchen.

The school is well led and managed. Staff say they enjoy working at the school and agree that leaders make sure that staff workload is always manageable. Staff unanimously agree that they feel supported and valued at school. Governors know what they need to do in their roles and are ambitious for the school. They work well with school leaders and ensure that any additional money they receive for pupils is spent well.

## **Safeguarding**

The arrangements for safeguarding are effective.

The leadership team has ensured that all safeguarding arrangements are fit for purpose. Leaders have ensured that systems for reporting and recording any safeguarding concerns are robust.

The headteacher has created a culture that ensures staff are not complacent. Staff know

what to do if they have any concerns or worries to ensure that pupils are kept safe. Training for all staff is up to date. The school has also prioritised pupils' good mental health to ensure that pupils are both emotionally and physically safe.

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

### **(Information for the school and appropriate authority)**

- Leaders need to continue to further refine curriculum plans in some areas. They need to ensure that pupils learn the right things in the right order in every subject. This will help teachers make sure pupils' learning builds even more effectively over time.

## **Background**

When we have judged a school to be good we will then normally go into the school about once every four years to confirm that the school remains good. This is called a section 8 inspection of a good school or non-exempt outstanding school. We do not give graded judgements on a section 8 inspection. However, if we find some evidence that the school could now be better than good or that standards may be declining, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will convert the section 8 inspection to a section 5 inspection immediately.

This is the second section 8 inspection since we judged Sheet Primary School to be good on 30 September 2010.

## **How can I feed back my views?**

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use Ofsted Parent View information when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

## **Further information**

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

## School details

<b>Unique reference number</b>	115946
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	10111253
<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	110
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Mr David Heath
<b>Headteacher</b>	Mrs Julie Robinson
<b>Website</b>	<a href="http://www.sheetprimaryschool.co.uk/">www.sheetprimaryschool.co.uk/</a>
<b>Date of previous inspection</b>	12 January 2016

## Information about this school

- Sheet Primary School is a smaller-than-average primary school.
- The vast majority of pupils are White British.
- The proportion of pupils with SEND is below the national average.
- The proportion of pupils in receipt of pupil premium funding is below the national average.

## Information about this inspection

- Inspectors held meetings with the headteacher and the early years leader. Inspectors also met with a range of teaching and support staff.
- Inspectors evaluated the quality of education by looking in detail at the teaching of reading, mathematics and science. Inspectors discussed curriculum design with leaders, carried out lesson visits, scrutinised pupils' work and spoke to pupils and teachers from the lessons visited about the curriculum.
- Inspectors evaluated the effectiveness of safeguarding. The school's single central record was reviewed. Inspectors met with the designated safeguarding lead and spoke

to pupils, staff and parents.

- The lead inspector met with four governors including the chair of governors.
- The lead inspector spoke with a representative of the local authority.
- Inspectors considered the views of nine members of staff who responded to Ofsted's online staff survey.
- Inspectors took account of the 22 responses to the Ofsted Parent View survey and the 12 free-text responses. An inspector met with a few parents at the beginning of the inspection.
- Inspectors met with pupils to discuss their views about the school and talked to pupils informally about the school. No pupils responded to Ofsted's online pupil survey.

### **Inspection team**

Shazia Akram, lead inspector

Her Majesty's Inspector

Becky Greenhalgh

Ofsted Inspector

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