

# Inspection of Somerleyton Primary School

The Green, Somerleyton, Lowestoft, Suffolk NR32 5PT

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Inspection dates: 13 and 14 June 2023

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Outstanding</b>
Personal development	<b>Outstanding</b>
Leadership and management	<b>Good</b>
Early years provision	<b>Good</b>
Previous inspection grade	Not previously inspected under section 5 of the Education Act 2005

## **What is it like to attend this school?**

Pupils happily embody the school values. They show perseverance, integrity, creativity and kindness in their exemplary behaviour and attitudes to learning.

Pupils appreciate the wide range of extra-curricular activities on offer. They speak with pride about their participation in these activities, which include whole-school performances at a local theatre or festival and partaking in local parades. Pupils appreciate how staff foster their musicality. For instance, all pupils learn to play a musical instrument at school.

Pupils' attendance at school clubs is high. These clubs accommodate varied interests, such as dancing, football, gardening, musical theatre and orchestra.

Pupils have extensive opportunities to take on leadership responsibilities. These include being school councillors, playground leaders, school archivists and well-being officers. Pupils relish these roles and value the opportunities to make a difference in their school and in the wider community. Pupils are extremely well prepared to make a positive contribution to society as future leaders.

Pupils say there is no bullying in school. They actively promote the 'STOP' code and show kindness to each other. Pupils are confident to report any concerns to an adult, knowing that they will look after them. Consequently, pupils feel safe.

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

Leaders impressively intertwine pupils' academic learning with a rich set of extra experiences. This is particularly evident in leaders' work to promote pupils' wider development in the arts. Pupils' schoolwork and talents in this area are of an exceptionally high quality. Leaders have gained national recognition for this work. University researchers have visited the school with a view to sharing this success nationally.

Leaders have implemented a revised approach to assessment. This means that in most curriculum areas, assessment of pupils' learning is robust. It enables teachers to select appropriate resources to further extend pupils' knowledge and skills. In a very few subjects, these revised assessment processes are not used as well as they should be. This means that lesson activities do not always focus on the learning that pupils need to revisit and remember.

In the early years, children quickly develop a love of learning. To achieve this, leaders devise the curriculum carefully, ensuring it prepares children for Year 1. Leaders see the benefit in specifying exactly what children should learn. This supports teachers with assessment. Teachers quickly identify any shortfalls in children's learning. Staff then seamlessly weave opportunities for children to address any gaps through their play. For example, they use glitter, sand and play dough to form letters. This readies them for writing.

Leaders prioritise pupils' learning to read and developing a love of reading from the moment they start school. Staff are highly trained to teach reading. Teachers regularly check pupils' progress in reading. They ensure that pupils who fall behind receive help to catch up. Staff make sure the books pupils take home to read match their reading ability. They also provide a range of resources for parents to support their children to read at home. Therefore, all pupils soon become fluent, confident readers.

Leaders ensure that pupils with special educational needs and/or disabilities (SEND) receive appropriate support. Teachers liaise closely with parents to ensure that each child's individual education plan enables them to achieve well through suitable adaptations in their lessons. Leaders ensure there is a focus on supporting pupils' transition from nursery to early years, or from primary to secondary school, for pupils with SEND. Leaders are proactive in securing the appropriate support from other agencies.

Pupils behave exceptionally well. They are committed to their education and attendance levels are high. Pupils show a very strong level of respect for others and create an inclusive and welcoming school environment. They are active in supporting the well-being of pupils, such as by being well-being officers.

The personal development of pupils is a strength of the school. Pupils learn about different careers to inspire their personal ambitions. Pupils are respectful about difference, such as in family structures or faiths. Leaders bring pupils' learning to life through school trips, including to different places of worship. Leaders ensure that pupils learn about democracy through voting for their pupil leaders. Pupil leadership roles are purposeful. For example, the 'junior road safety campaigners' worked with their local member of parliament to improve signage on local roads. All this and more means that pupils are extremely well prepared for life in modern Britain.

Trust and school leaders consider change carefully. They are mindful of how change must benefit pupils and their families without causing additional strain on staff. For example, they ensured that staff received the appropriate training, support and guidance when implementing the revised phonics programme. Staff say that the school is '... an amazing place to be.'

Local governors take their role seriously. For example, where trustees delegate checking pupils' progress, local governors conduct regular visits to assure themselves that all pupils are well supported to be successful.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders oversee a robust culture of safeguarding. Effective training ensures that staff spot and report the signs that may indicate a pupil is at risk of harm. Leaders then work closely with other external agencies as needed, to keep pupils safe.

Leaders ensure that the appropriate vetting checks are conducted on all staff working in the school.

Pupils understand the risks they may face outside of school. The pupil 'internet safety officers' raise awareness of online safety. Pupils feel confident reporting concerns they may have to a trusted adult in the school.

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

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

- Occasionally, activities are not closely aligned to pupils' prior knowledge. This is because the assessment processes do not identify the prior knowledge that pupils need to revisit. This means that pupils do not consolidate prior learning and apply this knowledge as well as they could. Therefore, the progress pupils make is inconsistent, and they do not achieve as well as they could. Leaders must ensure that teachers use assessment consistently well in all subjects.

## **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 information from Ofsted Parent View 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.

## **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>	145694
<b>Local authority</b>	Suffolk
<b>Inspection number</b>	10269265
<b>Type of school</b>	Primary
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	60
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Jim McAtear
<b>Headteacher</b>	Oliver Clifford
<b>Website</b>	<a href="http://www.somerleytonprimary.co.uk">www.somerleytonprimary.co.uk</a>
<b>Date of previous inspection</b>	Not previously inspected

## Information about this school

- The school joined the Hartismere Family of Schools, a multi-academy trust, in January 2019.
- Leaders do not currently use any alternative provision.
- Leaders oversee staff providing childcare for pupils who attend the school, including a breakfast club and an after-school club.

## Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- The inspectors held meetings with leaders, including the headteacher, the special educational needs coordinator, the chief executive officer and members of the local governing body.

- The inspectors carried out deep dives in the following subjects: early reading, mathematics and history. For each deep dive, the inspector met with subject leaders, looked at curriculum plans, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work. The lead inspector also listened to a sample of pupils read to a familiar adult.
- The inspectors reviewed the arrangements for safeguarding by scrutinising safeguarding records and policies, meeting separately with leaders and governors and holding separate discussions with staff and pupils.
- The inspectors observed pupils' behaviour in lessons and outside during social times.
- The inspectors viewed a range of the school's documentation provided at the start of the inspection, including the school improvement plan and minutes from meetings of the local governing body and board of trustees.
- The inspectors took account of the views expressed via surveys, including Ofsted Parent View.

### **Inspection team**

Rowena Simmons, lead inspector                      Ofsted Inspector

Jo Nutbeam    Ofsted Inspector

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