

Inspection of a good school: Saxlingham Nethergate CofE VC Primary School

Church Hill, Saxlingham Nethergate, Norwich, Norfolk NR15 1TD

Inspection date: 4 July 2023

Outcome

Saxlingham Nethergate CofE VC Primary School continues to be a good school.

What is it like to attend this school?

Saxlingham Nethergate is a friendly and welcoming school. Pupils are guided by the school's core values – 'together, we care, we learn, we achieve, and we celebrate'. Pupils have a strong sense of community. They say their school is 'a big family', where everyone is respected. Older pupils show this when they support younger pupils at playtimes and by reading with them.

Pupils feel safe. They know who they can talk to if they are worried. Pupils behave sensibly and with consideration for others. If issues arise, teachers address them quickly. This means these do not impact on pupils' learning. Pupils say bullying does not usually happen.

There are high expectations for all pupils. Everyone is supported to work hard and do their best. Pupils also set high standards for themselves. Pupils achieve well and are successfully prepared to move to secondary school.

Pupils are proud of the responsibilities they have. These include being an 'eco' or school councillor. They enjoy learning from the range of wider opportunities the school offers. They talk enthusiastically about a residential at the How Hill Environmental Study Centre and a visit to West Stow Anglo Saxon village. These experiences effectively add to pupils' learning experiences.

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

Leaders have designed a well-considered and organised curriculum. It focuses on key themes and provides opportunities for pupils to revisit their learning. This helps them to make links and remember what they have learned before. In physical education (PE), for example, pupils are taught the key skills they need to be successful in a relay race. Pupils practise these, helping them to successfully take part in a race.

Teachers are effective at checking what pupils know and can do. Teachers use the information from these checks to plan teaching.

Learning to read is a priority. Leaders recently introduced a new phonics scheme. All teachers are well trained and follow the approach consistently well, Teachers carefully group pupils, so that they practise what they need and take appropriate next steps in learning to read. Staff provide effective support for those pupils who find reading difficult. The books that pupils read closely match the sounds that they know. Pupils enjoy the books and stories that teachers read to them. Once they are fluent readers, pupils are supported in choosing from a wide range of books. As a result, pupils develop a love for reading.

There is strong support for pupils with special educational needs and/or disabilities (SEND). This helps pupils with SEND access and learn the same curriculum as others. Leaders liaise closely with external agencies to ensure that staff are trained to meet pupils' needs. Consequently, pupils with SEND do well.

Children in the early years benefit from a carefully structured curriculum that prepares them successfully for the Year 1 curriculum. This promotes their curiosity and interest. They are supported to be independent and to explore learning through their play. Children's social, emotional and welfare needs are a priority.

Pupils behave respectfully to their peers and teachers. They understand rewards and sanctions. This is in part because they have been involved in the recent review of the behaviour policy. Occasionally, pupils who are confident and articulate can dominate lessons by calling out. Teachers do not always use strategies that allow all pupils to engage well. This means that less confident pupils can be reticent to take part in lessons.

There is a wide range of opportunities on offer, which pupils talk about enthusiastically. They value the visits and trips, such as to a synagogue, to explore different cultures and religions. Pupils have a growing understanding of democracy and the rule of law. They understand that families can be different. Pupils enjoy taking responsibility for themselves and others. This helps develop their character and sense of belonging within the school community.

Leaders have accurately identified what the school needs to do to improve and have put plans in place to secure this. These plans have been clearly communicated to staff and agreed with governors. Leaders are supportive of teachers' workload and well-being. Staff are proud to work at the school.

Governors' regular monitoring enables them to support and challenge leaders effectively. They understand and capably carry out their statutory responsibilities.

Safeguarding

The arrangements for safeguarding are effective.

The school has robust systems in place to identify issues and support pupils when there are safeguarding concerns. Staff are well trained. They understand their responsibility to act to support pupils' welfare or safety. Concerns are appropriately recorded. Leaders are tenacious in brokering and following up external support for pupils.

The curriculum content teaches pupils how to stay safe. They are taught about healthy relationships and how to be safe online and within their community.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Staff do not routinely ensure that pupils have opportunities to articulate their thoughts clearly during lessons. As a result, some pupils dominate class discussions while others remain silent throughout. Teachers need to implement strategies to ensure all pupils have opportunities to participate and take part in the learning.

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 an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the second ungraded inspection since we judged the school to be good in October 2012.

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

Unique reference number	121054
Local authority	Norfolk
Inspection number	10288474
Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	64
Appropriate authority	The governing body
Chair of governing body	Diane Perry Yates
Executive headteacher	Matthew Walker
Website	www.saxlinghamprimaryschool.net
Date of previous inspection	30 January 2018, under section 8 of the Education Act 2005

Information about this school

- The school is part of the Tas Valley Federation in partnership with Preston Church of England Voluntary Controlled Primary School. The executive headteacher leads both schools.
- The school has a Christian religious character. The school's most recent section 48 inspection took place in February 2019. The school's next section 48 inspection will be within eight school years.
- The school uses one registered alternative provision.

Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors carried out deep dives in these subjects: early reading, mathematics and PE. For each deep dive, inspectors discussed the curriculum with leaders, visited a sample of lessons, spoke with teachers, spoke with some pupils about their learning

and looked at samples of pupils' work. The lead inspector listened to pupils read to an adult.

- Inspectors held meetings with the headteacher, the two assistant headteachers, and the special educational needs coordinator. The lead inspector met with the chair of governors and a representative from the local authority.
- To inspect safeguarding, inspectors scrutinised the single central record and reviewed safeguarding paperwork and systems. Inspectors spoke with leaders, teachers, support staff, the chair of governors and pupils to evaluate the culture of safeguarding in school.
- Inspectors considered 19 responses, along with 14 free-text comments, to Ofsted's questionnaire for parents. Inspectors also considered 15 responses to Ofsted's questionnaire for staff and 31 responses to Ofsted's questionnaire for pupils.

Inspection team

Nick Southgate, lead inspector

Ofsted Inspector

Hannah Stoten

His Majesty's Inspector

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