

Inspection of a good school: Sheringham Community Primary School

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

Inspection dates:

28 and 29 November 2023

Outcome

Sheringham Community Primary School continues to be a good school.

What is it like to attend this school?

Pupils at Sheringham Primary learn in a happy and safe school community. They enjoy positive relationships with caring staff. Pupils and their families receive effective support for their well-being. Many parents hold positive views about the school and praise a school which 'treats each child as an individual'.

Pupils appreciate that adults listen to their views. This is through the range of roles and responsibilities pupils adopt. These include school councillors, house captains and ambassadors.

The school has high expectations for all pupils, both personally and academically. Pupils benefit from a well-planned curriculum. They value how teachers make lessons interesting. The school celebrates the different jobs that people have. For example, a past pupil who has a successful career in science visited the school to talk to pupils. This inspires pupils to think about their future and what they might need to do to achieve this ambition themselves.

Pupils behave well throughout the day. They focus well in lessons. The school playground, field and multi-use games area are hives of activity. Pupils enjoy playing together with older pupils looking out for younger ones. Pupils are polite and friendly. For example, they open the door for adults with a smile.

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

The school has embedded an ambitious curriculum for all pupils, including pupils with special educational needs and/or disabilities (SEND). The curriculum has four additional elements woven through it: community, aspiration, resilience and emotional well-being (CARE). These are promoted throughout all curriculum areas.

The curriculum sets out the key knowledge pupils need to learn in each subject from early years to Year 6. The school identifies the key vocabulary pupils should know and when

they should know it. Pupils are taught to explain their reasoning using this vocabulary through structured sentence starters. For example, in mathematics lessons, pupils explained their reasoning by using sentences beginning 'I know this because'. This is helping pupils apply their learning and remember more.

Teachers check pupils' understanding in a variety of ways. They question pupils regularly, adapt their teaching if they spot misconceptions and provide timely support to pupils who need extra help. Teachers help pupils remember what they have learned by revisiting it often through regular reviews. In mathematics, for example, pupils have 'flashback' or review sessions at the start of lessons.

The school promotes a love of reading. The well-stocked library sits at the heart of the school. High-quality books underpin learning in all subject areas. Staff receive regular training and know how to teach reading well. Books are well matched to the sounds that pupils know, so that pupils can practise the sounds they are learning. Teachers' careful monitoring helps them to spot those pupils who need extra help. Pupils keep up as they receive this quickly.

Typically, pupils with SEND learn successfully. Subject specific guidance helps staff to know how to support pupils with SEND. Staff make adaptations to learning, so that pupils with SEND access the same curriculum as their peers. On occasion, the school does not ensure the individual targets of pupils with SEND are specific and measurable. This means that, sometimes, support for pupils with SEND is not as precisely tailored to their needs as it could be.

Pupils behave well, starting in the early years where skilled staff help children develop their language and communication skills by engaging them in exciting learning tasks. The children love working closely with adults. This shows that strong relationships are being developed.

The school highly prioritises pupils' broader development. There is a well-organised programme to promote pupils' social and emotional development. Pupils love the wide variety of clubs that cater for many of their interests and their talents. For example, members of the school choir love to perform. In lessons, pupils learn about healthy lifestyles and positive relationships.

The governing body has strengthened its processes for understanding the school's curriculum and holding leaders to account. Governors visit the school regularly. They provide the right amount of support and challenge to leaders. The school is committed to providing staff with opportunities to develop professionally. The governing body ensures the school supports staff to manage their own workload and well-being.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- On occasions, the school does not always ensure that individual targets for pupils with SEND are specific enough. This means that, sometimes, support for pupils with SEND is not closely matched to their needs. The school must ensure that there are clear systems in place, so that all pupils with SEND receive support tailored to their specific needs. This will ensure pupils achieve as well as they could.

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 July 2013.

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](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	120851
Local authority	Norfolk
Inspection number	10288468
Type of school	Primary
School category	Maintained
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	449
Appropriate authority	The governing body
Chair of governing body	Jill Steward
Headteacher	Rachael Carter
Website	www.sheringhamprimary.norfolk.sch.uk
Date of previous inspection	25 January 2018, under section 8 of the Education Act 2005

Information about this school

- The school uses one registered alternative provider.

Information about this inspection

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the school and has taken that into account in their evaluation of the school.
- The inspector held meetings with senior leaders, other leaders, staff, pupils, and those responsible for governance.
- The inspector carried out deep dives in these subjects: early reading, mathematics and geography. For each deep dive, the inspector held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- The inspector reviewed a range of school documents, including the school improvement plan, curriculum plans and school policies.

- To evaluate the effectiveness of safeguarding, the inspector: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- The inspector observed pupils' behaviour during lesson visits and lunchtime.
- The inspector considered the responses made by parents to Ofsted Parent View, Ofsted's online questionnaire, including the free-text responses. The inspector also reviewed the responses to Ofsted's online staff questionnaire. The inspector met with staff to discuss their workload and well-being.
- During the inspection, the inspector met with a range of pupils to discuss their views about the school and talked to them informally at social times.

Inspection team

Jo Nutbeam, lead inspector

Ofsted Inspector

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