

# Inspection of a good school: St Nicholas Priory CofE VA Primary School

St Nicholas Road, Great Yarmouth, Norfolk NR30 1NL

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Inspection dates:

2 and 3 July 2024

## **Outcome**

There has been no change to this school's overall judgement of good as a result of this ungraded (section 8) inspection. However, the evidence gathered suggests that the inspection grade might be outstanding if a graded (section 5) inspection were carried out now. The school's next inspection will be a graded inspection.

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

Pupils benefit from the school's mission 'to learn, love and serve' because it is truly demonstrated by all. Leaders and staff go above and beyond to ensure that they meet all pupils' needs. While most pupils join in Reception, some arrive at older ages. Pupils and their families are supported well by the school when there are concerns. Pupils are safe and secure in this inclusive and welcoming school.

Pupils respond positively to the school's high expectations of them. Children get off to a flying start in Reception. Pupils learn well and staff prepare them well for their next stage of education.

Pupils' behaviour is exemplary. They are happy and eager to learn. The school is calm and purposeful. Pupils blossom in the school's rewarding atmosphere.

Pupils study a well-designed curriculum that inspires them. There are many opportunities to extend pupils' personal and social skills. The morning breakfast clubs, including the popular 'song school' get pupils, including pupils with special educational needs and/or disabilities (SEND), off to a joyous start every day.

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

Pupils achieve well at this school. Many pupils join the school with considerable barriers to learning. The school, without delay, identifies pupils' needs precisely and provides exactly the right support. As pupils' learning needs are met consistently, they do well. Pupils with SEND access the curriculum successfully. For some pupils with SEND who have specific needs, there is intensive support in the school's specialist provision, 'The Pod', where they thrive.

The school prioritises and promotes reading. Highly skilled teaching in Reception ensures that children develop their early reading skills securely. Staff ensure that pupils learn strategies to become independent readers. If a pupil falls behind, or they have difficulties because they speak English as an additional language, they get the help they need to catch up quickly. During their time at the school, pupils become confident and fluent readers.

Leaders have developed a well-crafted curriculum that sets out exactly what pupils should learn and when. Teachers have deep subject knowledge and boundless enthusiasm due to their expert training. As a result, teaching across the school is highly effective. Teachers help pupils make links between subjects to deepen learning. For example, when studying the Windrush generation in history, pupils explore racism to help them understand fully the issues involved.

Teachers know their pupils very well. Staff set no ceiling to pupils' achievement. They assess pupils' understanding through effective questioning and other checks. Teachers and other adults share views on pupils' learning regularly. They plan pupils' next steps in learning well. Assessment procedures are not overburdensome for teachers.

Developing pupils' learning behaviour starts right from the beginning of Reception. Staff have high expectations and manage pupils' behaviour expertly. Pupils respond well to adults' consistent and fair approach. Pupils are responsible for their actions. The school is adept at supporting pupils with challenging behaviour to manage their emotions.

The school has many strategies to make sure that pupils attend school regularly. For pupils that miss school too often, staff work with parents to remove any barriers. This has resulted in improved attendance for pupils over time.

Leaders ensure that pupils learn about themselves and the wider world. Numerous trips and visits add considerably to pupils' cultural experiences. The school teaches pupils to understand and be tolerant of others. The school is a very harmonious community. Pupils support others because of the school's strong commitment to service.

School leaders and governors are highly effective. They have very high expectations for pupils and staff. Leaders at all levels continually review their work and its impact on pupils' learning. Leaders value staff. They take staff well-being into account when making changes. All adults in the school are united in their aim to provide the best possible education for pupils. Pupils benefit greatly from this well-motivated teaching staff. Parents give high praise to the school for what it provides for their children.

## **Safeguarding**

The arrangements for safeguarding are effective.

## 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 first ungraded inspection since we judged the school to be good in March 2019.

## 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

<b>Unique reference number</b>	121093
<b>Local authority</b>	Norfolk
<b>Inspection number</b>	10345246
<b>Type of school</b>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	426
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Harry Taylor
<b>Headteacher</b>	Maria Grimmer
<b>Website</b>	<a href="http://www.st-nicholaspriory.org.uk">www.st-nicholaspriory.org.uk</a>
<b>Dates of previous inspection</b>	13 and 14 March 2019, under section 5 of the Education Act 2005

## Information about this school

- The school is a Church of England school. The most recent inspection of the school's denominational education, under section 48 of the Education Act 2005, was in May 2018. The school's next section 48 inspection is due within two years.
- The school has a specialist resource unit called 'The Pod' that caters for up to 17 pupils with education health and care plans for one or more of the following areas: communication, cognition, sensory or behavioural needs.
- The school uses three registered alternative learning providers.

## 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 met with headteacher, other school leaders and members of the governing body. The inspector also spoke with a local authority representative and the school improvement partner.
- The inspector carried out deep dives in these subjects: early reading, mathematics and history. For each deep dive, inspectors met with subject leaders to discuss the curriculum, carried out lesson visits, spoke with teachers, spoke with pupils about their learning and looked at samples of pupils' work.
- The inspector also discussed the curriculum and looked at pupils' work in some other foundation subjects.
- 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 school website and several policies and documents were considered.
- The inspector considered the views of staff by speaking with them and reading the 66 responses to Ofsted's staff survey.
- The inspector considered the 75 responses made by parents to the online survey, Ofsted Parent View.
- The inspector spoke to pupils in lessons and around the school.

### **Inspection team**

Sue Child, lead inspector

Ofsted Inspector

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