

Inspection of Sheet Primary School

School Lane, Sheet, Petersfield, Hampshire GU32 2AS

Inspection dates:	28 and 29 January 2025
The quality of education	Good
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Good

What is it like to attend this school?

The school fosters a strong sense of belonging. Pupils appreciate the inclusive nature of the school and are confident that everyone is welcome here. This community feel is recognised by all stakeholders. Children in early years are well supported to feel included and ready for school life. The older pupils are eager to be buddies to new starters.

Expectations for how pupils behave are consistently high. Pupils are well supported to live out the school values. They talk positively about the importance of respect and kindness. As a result, there is a happy and harmonious atmosphere throughout the school. Pupils from across the school joyfully play together during social times. Older pupils are keen to help the younger children during lunch.

The school is determined that pupils will be well prepared for the next stage of their education as they progress through the year groups and onto secondary school. They have carefully thought about how to tailor the curriculum to meet the needs of the mixed-age classes. Staff are well-trained and pupils are eager to learn. As a result, pupils achieve well.

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

There is a well-sequenced curriculum which begins in early years. The school has identified what it wants children to know so they are ready for key stage 1. The environment in early years covers the seven areas of learning but does not always support children to develop their understanding when playing independently.

Teachers throughout the school have strong subject knowledge. They present key information to pupils in a clear way and ask questions to make sure that pupils know what to do during activities. Sometimes, however, staff do not always choose the most appropriate activities to help pupils learn the important knowledge they need. Staff have a robust understanding of the needs of pupils with special educational needs and/or disabilities (SEND). The school works closely with external agencies to ensure that pupils with SEND get the help they need.

The school has successfully prioritised reading. It places great emphasis on all pupils being able to read so that they can access the wider curriculum. Generally, pupils are well supported to learn to read. Staff understand the shared routine of teaching reading. They check that pupils are learning the intended sounds and they identify pupils who need extra help to keep-up with their peers. Pupils are eager to talk about the books they are reading. They relish the opportunity to recommend books they have enjoyed to others.

The school's high expectations for behaviour begin in early years. From the start, children are supported to understand the routines of school life. Older pupils are thrilled to be part of the school's buddy system. They help the youngest children to know how they should behave. Pupils are proud to be recognised for their exemplary behaviour. They are taught the importance of conduct and how this relates to their school values. As a result, respect permeates throughout the school. This is modelled by adults. There is a firm focus on

building relationships based on mutual respect. These positive relationships are evident between pupils and adults alike. The calm atmosphere in classes means that pupils can learn without interruption.

Pupils are excellent ambassadors for their school. They have genuine enthusiasm to represent the school by taking on responsibilities as well as attending competitions and events. The school has carefully considered what pupils need to learn through the personal, social and health education curriculum so that they are ready for secondary school. Older pupils discuss and debate mature themes such as consent and personal boundaries in an age-appropriate manner. There is a strong sense of tolerance throughout the school. This helps to create the highly welcoming atmosphere. The school makes sure that all pupils have access to the extra-curricular opportunities on offer. This includes learning to play musical instruments, joining in clubs and being representatives of the school.

Leaders, including governors, have an accurate overview of the school. Governors understand their roles and responsibilities. They understand the challenges for a school which is smaller than average. Staff feel well supported and know that their well-being is considered. The school has carefully planned changes to the curriculum. Staff are in receipt of training so they are successful when implementing these.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- There is some inconsistency in how well activity choices support pupils to learn the key information that the school has identified. This means that, on occasion, pupils do not build the intended skills and knowledge. The school should embed the curricular changes so that all tasks consistently enable pupils to learn and recall the intended curriculum.

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	115946
Local authority	Hampshire
Inspection number	10341371
Type of school	Primary
School category	Community school
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	111
Appropriate authority	The governing body
Chair of governing body	David McKinney
Headteacher	Julie Robinson
Website	www.sheetprimaryschool.co.uk
Dates of previous inspection	18 September 2019, under section 8 of the Education Act 2005

Information about this school

- This is a smaller than average primary school.
- The school does not currently use any alternative provision.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005. During a graded inspection, we grade the school for each of our key judgements (quality of education; behaviour and attitudes; personal development; and leadership and management) and for any relevant provision judgement (early years and/or sixth form provision). Schools receiving a graded inspection from September 2024, will not be given an overall effectiveness grade.

- Inspections are a point-in-time evaluation 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 inspectors discussed the impact of the pandemic with leaders and have

taken that into account in the evaluation of the school.

- The inspection team met with the headteacher and inclusion leader. They also met with other school staff and pupils.
- The lead inspector met with five governors, including the chair of governors.
- The inspection team carried out deep dives in these subjects: early reading, mathematics and music. For each deep dive, the inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work. The curriculum and pupils' work in art, history and modern foreign languages was also explored on the second day of the inspection.
- To evaluate the effectiveness of safeguarding, the inspectors 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 inspectors considered the responses to the confidential Ofsted staff survey and spoke to a range of staff and pupils about their views of the school.
- The inspectors took account of the 64 responses to the Ofsted Parent View questionnaire and the additional 47 free-text responses. An inspector talked with some parents on the first morning of the inspection.
- The inspection team met with a range of pupils to discuss their views about the school and talked to pupils informally during social times and in lessons.
- The inspectors reviewed a range of documentation, including the school development plan and school self-evaluation.

Inspection team

Sara Staggs, lead inspector

His Majesty's Inspector

Katherine Russell

Ofsted Inspector

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