

Winterton Primary School and Nursery

Address: Black Street, Winterton-on-Sea, Great Yarmouth, Norfolk, NR29 4AP

Unique reference number (URN): 146757

Inspection report: 20 January 2026

Exceptional	
Strong standard	
Expected standard	● ● ● ● ● ●
Needs attention	●
Urgent improvement	

✔ **Safeguarding standards met**

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- **Met:** The school has an open and positive culture of safeguarding. All legal requirements are met.
- **Not met:** The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Expected standard

Attendance and behaviour

Expected standard 

Leaders have a sharp focus on improving attendance. They spot patterns and act quickly when concerns arise. Where needed, leaders speak with families daily. They offer early help and challenge poor attendance in a supportive way. These actions are making a positive difference. For example, more pupils now attend regularly, including disadvantaged pupils and those with special educational needs and/or disabilities. Pupils generally arrive calmly and on time each morning.

Behaviour across the school is calm and positive. Pupils arrive each morning to a warm welcome from adults, which helps them feel settled and ready to learn. Staff build positive relationships with pupils, creating a respectful and caring atmosphere. Around the school and during breaktimes, pupils are friendly, active and sensible. They understand the routines that help everyone to stay safe. Pupils can explain what bullying is and say that it does not happen at their school. Leaders have clear expectations for behaviour. Staff model these expectations consistently. Training has helped staff to feel more confident, for example they know how to support each pupil's individual needs. When behaviour concerns occur, staff use reminders, have calm conversations and help pupils to learn from their mistakes and put things right.

Curriculum and teaching

Expected standard 

The school's curriculum is creative and ambitious. It identifies important vocabulary that pupils should learn. Pupils learn content in a logical order. Their learning typically builds on what they already know.

Leaders usually support teachers to develop secure subject knowledge and to teach each subject effectively. Leaders understand which parts of the curriculum work well and which need further improvement. For example, they have made recent improvements to the writing curriculum. Teachers continue to develop the expertise they need to deliver this curriculum as well as leaders intend.

Teachers deliver the phonics programme clearly and consistently well. This helps pupils learn to read fluently. Teachers provide extra support for any pupils with gaps in their phonics knowledge. This usually helps pupils to keep up with the pace of the programme. Teachers place a high focus on teaching new vocabulary. This helps deepen pupils' learning. However, in some subjects, pupils' errors are not spotted early enough. As a result, some pupils continue to make similar mistakes.

Leaders and staff know pupils' needs well. Where needed, they adapt teaching for disadvantaged pupils and for those with special educational needs and/or disabilities so they can access the curriculum successfully. Pupils enjoy learning and use helpful strategies when work is difficult. This supports their growing independence.

Early years

Expected standard 

Children in the early years learn in a calm, safe and welcoming environment. Staff establish trusting relationships with children. They take the time to get to know each child well. When children join the school, staff listen to children's and parents' views. They then adapt the provision to meet children's needs. This helps children settle quickly and grow in confidence. Staff introduce new words through play and daily routines. This supports children to express their ideas and feelings with growing confidence. Staff check learning often and plan next steps carefully. For example, Reception children complete daily phonics activities tailored to their needs.

Leaders have designed an interesting and well-organised curriculum. They have made developing children's communication and language key priorities. Activities also follow children's interests, which helps to motivate them. Children typically behave well. They play together happily and show early empathy. For instance, a child playing alone was invited to join a group. This demonstrated care and kindness.

Reading is a joyful part of each day. Phonics is taught clearly from the start of the Reception Year. This helps children to begin to read with fluency. Children enjoy stories, songs and rhymes. This further develops their vocabulary and a love of reading.

Inclusion

Expected standard 

Leaders ensure that all pupils feel welcome and valued. Staff identify pupils' individual needs carefully. They gather information from previous settings, talk with families and use assessments effectively. This helps staff to understand the needs of disadvantaged pupils and pupils with special educational needs and/or disabilities (SEND). Teachers raise concerns quickly. Leaders then support pupils and work with families to implement appropriate support.

Leaders reduce barriers to learning through suitable adaptations. For example, teachers use visual timetables, provide helpful, extra equipment and break tasks into manageable steps to help pupils access their learning. Targeted support, such as morning settling activities or sensory circuits, helps pupils to begin the day positively.

Leaders check what pupils know and remember. For example, they have introduced a regular review cycle so teachers can check how well extra support is working and adjust plans where needed. Staff use a step-by-step approach to support pupils with SEND. Recent training has helped staff to understand pupils' specific needs even better. Leaders also work effectively with external professionals. This helps to ensure that well-tailored pupil support is provided when needed. Additional funding is used strategically to support disadvantaged pupils, for example to improve their access to teaching and enrichment opportunities as well as to raise aspirations.

Leadership and governance

Expected standard 

Leaders know the school's strengths and areas for improvement well. They are driven to ensure pupils, including disadvantaged pupils and those with special educational needs

and/or disabilities, learn the skills and knowledge they need to be prepared for their next stage of learning. For example, leaders recognised that many pupils had gaps in their writing knowledge, which meant they could not write with sufficient fluency and accuracy. Leaders have taken practical steps to strengthen the writing curriculum. They have provided staff with detailed guidance to make expectations clearer. Staff training is underway. This is helping improve the quality and consistency of teaching.

Trust leaders are well informed about the school. They check important aspects of its work closely, including safeguarding, behaviour, attendance and curriculum development. This enables them to hold school leaders to account successfully. Trust leaders have also provided support and guidance to improve the curriculum.

Leaders work positively with other schools in the trust. This helps to develop their leadership knowledge and expertise. The trust ensures that the school meets statutory duties, including those linked to equality, safeguarding and accessibility.

The trust and school leaders prioritise staff training and development. Staff value their professional learning. They say it improves their practice. Leaders and trustees also consider staff wellbeing carefully. They check in with staff, offer support when needed and encourage a strong sense of teamwork. This helps staff feel valued and trusted.

Personal development and wellbeing

Expected standard 

Pupils benefit from a wide range of enrichment activities. These help their spiritual, moral, social and cultural development. Pupils speak with enthusiasm about the opportunities they have. These include a variety of clubs, such as football, newspaper, collage, science, movie, archaeology and nature. These activities promote curiosity, creativity and teamwork. Weekly enrichment sessions broaden pupils' experiences further. These include craft, baking, bell ringing, yoga and outdoor learning. Such experiences help pupils to discover and nurture diverse talents and interests and to contribute positively to the school community.

The school's personal, social and health education programme is broad and balanced. Pupils learn to appreciate different interests and viewpoints. They learn about healthy relationships, consent, personal boundaries and online safety. They also learn about risks in their local area, such as living close to the sea and cliff erosion. Teaching is age-appropriate and well sequenced. Pupils build their understanding over time. This supports pupils' character development, including with regard to resilience, respect and sensible risk-taking.

Pupils develop a strong understanding of fundamental British values such as democracy and tolerance. They understand that it is important to show respect for different faiths. They are confident in sharing what makes each person unique. Pupils are well prepared to grow up in modern Britain.

Leaders use additional funding well to support disadvantaged pupils to take part in a wide range of clubs and enrichment activities. Pupil leadership roles are carefully considered. Older pupils take part in the pupil parliament, act as junior librarians, become reading buddies or support other pupils as play leaders. Each class also has an eco-warrior

representative. These responsibilities develop pupils' confidence, teamwork and communication skills.

Needs attention

Achievement

Needs attention 

Over time, pupils have not achieved as well as they should. Many outcomes in the Year 6 statutory assessments have been below national averages for the past 3 years. While the size of the school means that the published data reflects relatively small numbers of pupils, too many pupils are not as well prepared for secondary school as they should be. They have gaps in their knowledge, particularly in writing. However, leaders have strengthened the curriculum. Focused staff training has begun, but it is too early to see the full impact of this work.

Pupils generally achieve well in phonics. Year 1 phonics screening check outcomes are close to the national average. Pupils learn the sounds they need to read with increasing confidence and fluency.

Pupils speak confidently about their learning across the curriculum. They are typically proud of their work. In most curriculum subjects, pupils explain their ideas clearly and show genuine interest in what they are being taught.

What it's like to be a pupil at this school

Pupils know they need to be ready, respectful and safe. They do this well. They are proud to attend this school. Pupils enjoy their learning. They talk positively about their teachers and lessons. They value the way that staff help them to understand new ideas and support them when they find work difficult. Many pupils can recall prior learning well in subjects such as science and history. However, some pupils have gaps in their knowledge. This slows their progress over time, particularly in writing.

Pupils are included in all aspects of school life. They feel a strong sense of belonging to the school community. Pupils describe the school as friendly and kind. Staff know them well. Leaders and staff greet pupils and families each morning as they arrive at school. This helps pupils start the day positively. Pupils behave politely. They play happily together during social times. Pupils enjoy a range of playtime activities and make full use of the new 2-level slide that is modelled on a lighthouse in a neighbouring village.

Pupils typically flourish because the school provides a safe and caring environment. They feel safe in school. They know they can share worries with trusted adults or use the class worry box. Pupils understand what bullying is. They say staff deal with any concerns quickly and well.

Pupils experience visitors and trips that are carefully chosen to raise their hopes for the future and to give them experiences they may not otherwise have. They learn about the

wider world, including through meeting pupils from other schools in the trust.

The school has built strong links with the local community. Community events help bring people together. For example, recent fundraising enabled the school to buy new outside learning equipment. These opportunities help pupils to feel part of something bigger than the school itself.

Next steps

- Leaders should ensure that staff have the expertise needed to deliver the writing curriculum well so pupils learn to write with appropriate accuracy and fluency.
 - Leaders should make sure that staff identify and address pupils' errors and misconceptions quickly so pupils build new learning securely over time.
 - Leaders should continue to check the impact of curriculum improvements to ensure that pupils close gaps in their learning and are well prepared for the next stage of their education.
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About this inspection

This school is part of Consortium Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer (CEO), Mr Andrew Aalders-Dunthorne, and overseen by a board of trustees, chaired by Mr Steve Martin.

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspection activities:

Inspectors spoke with school leaders, including the headteacher. They spoke with pupils, parents and carers. They also met with representatives of the trust, including the CEO, and trustees during the inspection.

The inspectors confirmed the following information about the school:

The school does not currently use alternative provision.

Headteacher: Miss Jemima Williams

Lead inspector:

Benjamin Axon, His Majesty's Inspector

Team inspector:

Nicola Shadbolt, Ofsted Inspector

Facts and figures used on inspection

The data was used by the inspector(s) during the inspection. More recent data may have been published since the inspection took place.

 This data is from 20 January 2026

School and pupil context**Total pupils**

70

Well below average

What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 272

School capacity

105

Well below average

What does this mean?

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 300

Pupils eligible for free school meals (FSM)

31.25%

Close to average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last six years.

National average: 26.3%

Pupils with an education, health and care (EHC) plan

5.71%

Above average

What does this mean?

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 3.5%

Pupils with special educational needs (SEN) support

18.57%

Above average

What does this mean?

The proportion of pupils with reported special educational support needs at the school.

National average: 15%

Location deprivation

Close to average

What does this mean?

Based on the English Indices of Deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

Resourced Provision or SEND Unit (if applicable)

No resourced provision

What does this mean?

Whether school has Resourced Provision or SEND unit (if applicable).

All pupils' performance

Pupils reaching the expected standard in reading, writing and mathematics

The percentage of pupils meeting the expected standards in a combined reading, writing and mathematics measure.

Year	This school	National average	Compared with national average
Latest 3 year average	48%	61%	Below
2024/25 (revised)	33%	62%	Below
2023/24 (final)	78%	61%	Above
2022/23 (final)	S	60%	S

Pupils reaching the expected standard in reading

The percentage of pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	67%	74%	Below
2024/25 (revised)	67%	75%	Below
2023/24 (final)	78%	74%	Close to average
2022/23 (final)	S	73%	S

Pupils reaching the expected standard in teacher-assessed writing

The percentage of pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	71%	72%	Close to average
2024/25 (revised)	67%	72%	Close to average
2023/24 (final)	78%	72%	Close to average
2022/23 (final)	S	71%	S

Pupils reaching the expected standard in mathematics

The percentage of pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	52%	73%	Below
2024/25 (revised)	44%	74%	Below
2023/24 (final)	78%	73%	Close to average
2022/23 (final)	S	73%	S

'S' in the table above indicates the data has been suppressed, which is usually due to small cohorts. The suppression rules applied by the DfE when publishing the data have been mirrored and applied in the report card.

Disadvantaged pupils' performance

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	33%	46%	Below
2024/25 (revised)	S	47%	S
2023/24 (final)	S	46%	S
2022/23 (final)	S	44%	S

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	58%	62%	Close to average
2024/25 (revised)	S	63%	S
2023/24 (final)	S	62%	S
2022/23 (final)	S	60%	S

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	50%	59%	Below
2024/25 (revised)	S	59%	S
2023/24 (final)	S	58%	S
2022/23 (final)	S	58%	S

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	33%	60%	Below
2024/25 (revised)	S	61%	S
2023/24 (final)	S	59%	S
2022/23 (final)	S	59%	S

'S' in the table above indicates the data has been suppressed, which is usually due to small cohorts. The suppression rules applied by the DfE when publishing the data have been mirrored and applied in the report card.

Disadvantaged pupils' performance gap

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics, including the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	33%	68%	-34 pp
2024/25 (revised)	S	69%	S
2023/24 (final)	S	67%	S
2022/23 (final)	S	66%	S

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	58%	80%	-21 pp
2024/25 (revised)	S	81%	S
2023/24 (final)	S	80%	S
2022/23 (final)	S	78%	S

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	50%	78%	-28 pp
2024/25 (revised)	S	78%	S
2023/24 (final)	S	78%	S
2022/23 (final)	S	77%	S

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	33%	80%	-46 pp
2024/25 (revised)	S	81%	S
2023/24 (final)	S	79%	S
2022/23 (final)	S	79%	S

'S' in the table above indicates the data has been suppressed, which is usually due to small cohorts. The suppression rules applied by the DfE when publishing the data have been mirrored and applied in the report card.

Absence

Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

Year	This school	National average	Compared with national average
2024/25 (2 term)	5.8%	5.2%	Close to average
2023/24 (3 term)	9.6%	5.5%	Above
2022/23 (3 term)	9.6%	5.9%	Above

Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

Year	This school	National average	Compared with national average
2024/25 (2 term)	13.8%	13.3%	Close to average
2023/24 (3 term)	19.0%	14.6%	Above
2022/23 (3 term)	25.5%	16.2%	Above

Our grades explained

Exceptional

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

Strong standard

The school reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement

The school needs to make urgent improvements to provide the expected standard of education and/or care.

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