

Sheringham Community Primary School

Inspection report

Unique Reference Number	120851
Local Authority	NORFOLK LA
Inspection number	313765
Inspection dates	5–6 February 2008
Reporting inspector	Godfrey Bancroft

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number on roll	
School	584
Appropriate authority	The governing body
Chair	Mrs Jackie Groves
Headteacher	Mr Dominic Cragoe
Date of previous school inspection	7 February 2005
School address	Cooper Road Off Holway Road Sheringham Norfolk NR26 8UH
Telephone number	01263 823848
Fax number	01263 824221

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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

This is a much larger than average primary school. Provision includes a nursery. Attainment on entry is lower than expected for four-year-olds. The percentage of pupils eligible for a free school meal is broadly average. However, pupils come from a wide range of social and economic backgrounds. The percentage of pupils from ethnic minority groups is below average and very few pupils speak English as an additional language. The percentage of pupils who have learning difficulties and/or disabilities is broadly average, as is the percentage that has a statement of special educational need.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 1

This is an outstanding school, which continues to improve and it has successfully addressed the issues from its last inspection. This includes significant improvements to the provision and use of information and communication technology (ICT). Parents and carers are delighted with the quality of education their children receive. One parent reflecting the thoughts of many said, 'We are very pleased with the school and could not have asked for a better start to our daughter's education.' Central to the success of the school is the outstanding leadership of the headteacher. His skill in empowering governors and staff to take responsibility for making the school even better is enabling it to demonstrate an outstanding capacity for continued improvement.

Pupils achieve exceptionally well. They enter the Nursery with standards that are lower than expected for their age and leave at the end of Year 6 with above average standards. This represents excellent progress from their starting points and is based on very effective teaching and learning and an outstanding curriculum. The curriculum is planned very effectively to create meaningful links between subjects. It makes learning 'come alive'. As one pupil commented, 'Every day is a challenge and I like challenges'. Teachers provide lessons that match the learning needs of all pupils very well. Lively teaching that captures pupils' interest typifies many lessons. Teachers are also very skilful at providing pupils with insights into how well they are progressing and what they need to do to make their work even better. Even so, not all teachers focus closely enough on linking what they intend pupils to learn to the targets they set for their progress.

Pupils' personal development and well-being are outstanding and are based on the excellent care, guidance and support the school provides. Pupils feel safe and cared for very well. Their behaviour is exemplary. They respond exceptionally well to opportunities to take responsibility and make an outstanding contribution to their community. Leadership and management are outstanding and governors fulfil their duties well. Good use is made of assessment information to plan effective programmes of support for any pupils who are at risk of falling behind. However, not enough use is made of information about attainment and progress in Key Stage 1. Consequently teachers are not always sufficiently precise about what they expect of their pupils and sometimes progress slows down.

Effectiveness of the Foundation Stage

Grade: 1

Children in the Foundation Stage make a flying start to their education. Exemplary teaching and planning in the Nursery ensure that the children rapidly develop good relationships with adults and each other. The very interesting curriculum, firmly rooted in developing children's skills across all areas of learning, makes each day relevant and fun. Adults carefully track the children's progress and plan activities to meet their needs. The excellent records of achievement celebrate success and, in consultation with the children, identify the next steps in learning. The curriculum in the Reception class, recently adjusted to ensure children have good access to outdoor education, has improved significantly since the last inspection. The consistently very good teaching ensures children learn rapidly. They are cared for extremely well across the Foundation Stage and have an impressive understanding of how to eat healthily and take care of themselves.

What the school should do to improve further

- Create even stronger links between what teachers intend pupils to learn and the targets that are set for their progress.
- Improve the use of information about pupils' attainment and progress in Key Stage 1 to sharpen teachers' expectations of pupils' potential.

Achievement and standards

Grade: 1

Pupils achieve exceptionally well from their starting points. Progress in Years 1 and 2 is satisfactory. Currently standards in reading, writing and mathematics at the end of Key Stage 1 are broadly average, reflecting the picture evident over the last five years. By the time pupils leave at the end of Year 6 standards in English, mathematics and science are above average. This has been evident for most of the last five years and, even in 2007, when standards were broadly average, pupils still made exceptional progress from their lower than usual starting point. The school has placed considerable emphasis on improving provision for ICT and standards in this subject are exceptionally high.

Personal development and well-being

Grade: 1

Spiritual, moral, social and cultural development is outstanding because the school's values are deeply embedded in all aspects of its work. Pupils have great confidence in their relationships with the staff and with other pupils, and there is an atmosphere of mutual respect. There is a very strong sense of community within the school and pupils play an active part in the life of Sheringham and its people. One pupil said that they have, 'A big pride in our school because it is one big family'. Pupils discharge their duties, such as librarians, school council members and prefects in a highly committed fashion and in doing so learn to act as responsible citizens. Behaviour is outstanding because lessons and other activities are interesting and pupils respond well to the guidance they receive. Attendance has improved and is now above average because pupils enjoy school. Pupils work and play safely because there are clear expectations and good supervision. They also fully understand the importance of eating healthily and taking regular exercise. In preparation for their future lives, they gain high quality literacy, numeracy and ICT skills as well as learning how to lead teams and be team members.

Quality of provision

Teaching and learning

Grade: 1

This is a school where teachers are united in their desire to ensure pupils achieve as well as possible, both academically and socially. Teachers plan lessons to make learning relevant, often teaching similar skills from different subjects together. For example, an outstanding religious education lesson combined ICT research skills and account writing as pupils found out about features of Islam. This deepened pupils' spiritual, social and cultural understanding as well as honing their literacy skills. Pupils who sometimes find learning difficult are given extremely good support, enabling them to succeed very well. Teachers have clear objectives for their lessons, although these are not always fine-tuned to specifically help pupils achieve their individual targets. In the Foundation Stage and Key Stage 2, teachers have very good information

about pupils' progress, which enables them to know exactly what to expect of their pupils. As a result, pupils make rapid progress. As a pupil commented, 'Our teachers are great. They make learning fun, although they sometimes make mistakes!'

Curriculum and other activities

Grade: 1

Two years ago, the school decided that the curriculum, while fully complying with national requirements, could be much more interesting and relevant. Having identified the skills that pupils need to acquire, planning was changed to generate relevant links between subjects. The timetables became very flexible to allow pupils to study topics in depth. Excellent use of ICT allows pupils to generate their own files based on their aspirations and aptitudes, enabling them to take responsibility for their learning. These changes have generated an outstanding curriculum that contributes very well to pupils' high achievements and enjoyment of school. An excellent range of clubs and activities, visits and visitors, enrich pupils' learning still further. The high quality provision for pupils' personal, social and health education is exemplified in their understanding of how to take responsibility for themselves, each other and the community.

Care, guidance and support

Grade: 1

This is an exceptionally welcoming and caring school. All aspects of pastoral care are outstanding and procedures for safeguarding pupils meet requirements fully. Academic guidance for pupils is almost as good. However, the use of extensive data collected about pupils, especially in Key Stage 1, is not used in a sufficiently refined way to guide pupils' learning. The high quality support for those with physical or learning needs enables them to achieve at a similar rate to the others. Pupil safety is paramount. Staff have developed a range of systems to enable pupils to stay safe, such as a nurture group for Year 5 pupils. There is thorough monitoring of absence, particularly of term-time holidays. The headteacher takes a firm but reasonable stance to persuade parents about the importance of their children attending school regularly.

Leadership and management

Grade: 1

The headteacher provides outstanding leadership. The continued professional development of staff and the very good support for their work, empowers them to take responsibility. The arrangements to evaluate the quality of the school's work, which involves senior managers and governors, are very effective and help the school to accurately identify areas requiring improvement. Plans for improvement are implemented very well. Designated 'lead' teachers and subject leaders work together effectively and provide exceptional support for their colleagues. They and the headteacher are also highly regarded for their work supporting other schools. Suitably challenging targets are set for pupils' attainment and progress. However, not enough use is made of information about pupils' attainment and progress in Key Stage 1, consequently teachers are not always sufficiently precise about what they expect of their pupils. Governors fulfil their duties effectively. The headteacher and governors manage the school's resources very well, for example, by providing additional teaching assistants. Financial management is outstanding, helping the school to provide exceptional value for money.

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Annex A

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	1
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	1
The effectiveness of the Foundation Stage	1
The capacity to make any necessary improvements	1

Achievement and standards

How well do learners achieve?	1
The standards ¹ reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	1

Personal development and well-being

How good is the overall personal development and well-being of the learners?	1
The extent of learners' spiritual, moral, social and cultural development	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	1
How well learners enjoy their education	1
The attendance of learners	2
The behaviour of learners	1
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	1

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	1
How well do the curriculum and other activities meet the range of needs and interests of learners?	1
How well are learners cared for, guided and supported?	1

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

Annex A

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	1
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	1
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	1
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

7 February 2008

Dear Pupils

Inspection of Sheringham Community Primary School, Sheringham, Norfolk, NR26 8UH

We agree with you and your parents and carers that yours is an outstanding school. It gives the youngest children an exceptionally good start to their education.

Your teachers work very hard to ensure that you are able to do as well as you possibly can and make exceptional progress. They, and other staff, take outstanding care of you and make sure you are safe. For your part, your behaviour is exceptionally good. You listen carefully and work hard, well done. We are particularly impressed by your contributions to discussions and by your speaking abilities. We are also very pleased to see how the quality of your work is improving, especially in English and ICT.

Central to the success of your school are the ways in which Mr Cragoe and the governors make sure that everything works efficiently and that you have all you need to help you to learn as well as you can. In order to help your school to maintain its high quality we have asked Mr Cragoe and the staff to work on two things:

- to look at ways of creating even closer links between what they want you to learn in lessons and the targets they have set for your progress
- to look very closely at how pupils in Key Stage 1 are getting on and to make sure they are clear about how well they expect you to do.

We would like to wish you well for the next stages of your education. We are sure that if you keep on working as hard as you do now that you will be successful in the future.

Yours sincerely,

Godfrey Bancroft

Lead inspector