School report

Inspection of Norfolk Community Primary School

Guildford Avenue, Sheffield S2 2PJ

Inspection dates:	21 to 22 June 2022

Overall effectiveness	**Good**
The quality of education	**Good**
Behaviour and attitudes	**Good**
Personal development	**Good**
Leadership and management	**Good**
Early years provision	**Good**
Previous inspection grade	Not previously inspected under section 5 of the Education Act 2005

What is it like to attend this school?

Norfolk Community Primary is a school where leaders have created a positive environment that ensures pupils are well cared for. Pupils understand how to keep themselves safe and can talk about the importance of being mentally and physically healthy. From the youngest children, who know they need to wear a sunhat in the warm weather, to older pupils who understand the importance of accepting and celebrating the culture and beliefs of others that may be different from their own. Pupils understand what bullying is. They say bullying does not happen in their school. School records show that bullying is a rare occurrence.

Parents and carers are positive about the improvements that leaders have made. They spoke to inspectors about the care and support they receive from staff. One parent summed up the feelings of many stating, 'The staff have been rocks. Through the gravest of times they have offered an unparalleled example of dedication to the children. A consistent, supportive and self-sacrificing service that can never be repaid.'

Pupils are keen to learn and do well at school. They behave well in lessons and around the school. Pupils have high aspirations for the roles they wish to lead later in life. Leaders share this ambition for them. They have high expectations of what pupils can achieve in subjects such as mathematics and English. However, curriculum thinking does not fully support pupils to achieve ambitious end points in all subjects.

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

Learning to read is a priority in this school. All staff have accessed a comprehensive training programme in the school's chosen phonics approach. This is supported by weekly coaching sessions with the reading leader. Early reading is taught with fidelity across whole-class sessions, interventions and in one-to-one reading sessions. All pupils experience a daily story time. They enjoy listening to their teachers read to them. Staff make sure that pupils experience a wide variety of high-quality texts.

In subjects such as mathematics and history, curriculum thinking is strong. Subject leaders are able to talk through their curriculum thinking with confidence. The components of knowledge are carefully sequenced so pupils are able to build on what they already know. Subject leaders have developed appropriate resources and ensure professional development opportunities for staff. In these subjects, assessment processes are being developed to support staff to better understand what pupils know and remember.

A small number of subjects are in a much earlier stage of development. Here, leaders have not precisely identified what pupils need to know and remember. The curriculum thinking does not support pupils to build on what they already know.

Assessment processes are not yet in place in these subjects. Leaders have demonstrated the capacity to develop the curriculum at pace through the work they have already undertaken in subjects, including history and music.

In the early years foundation stage, children benefit from a strong start to their learning. Adults plan the curriculum carefully, with a focus on developing children's language and communication skills. Children enjoy an active and purposeful environment which sparks their curiosity while supporting them in developing their independence. Children make good progress, especially those with special educational needs and/or disabilities (SEND). While the early years curriculum is well planned, in subjects apart from early reading, this is not connected to the curriculum planning in key stages 1 and 2. This interrupts learning as pupils move through school.

Leaders, including the special educational needs and disabilities coordinator (SENDCo), the safeguarding liaison officer and the designated safeguarding leads, ensure that leaders and staff have a detailed understanding of all pupils' needs. As a result, pupils with SEND and pupils with additional needs are very well supported. There are a range of resources and curriculum adaptations in place to ensure that all pupils are able to access learning alongside their peers.

Improving behaviour has been a priority in school. Leaders have implemented a restorative approach to maintain calm throughout the school day. This is working well. Pupils understand what is expected of them. Their behaviour is focused and orderly throughout the school day. Pupils display positive attitudes to learning. Incidences of poor behaviour have significantly reduced this academic year.

Leaders' ambition is that all pupils will be caring, purposeful future citizens. They understand their wider-school community well. Leaders plan a wealth of meaningful opportunities to promote the development of pupils' confidence and resilience. Older pupils can articulate a mature understanding of racism and homophobia. Pupils speak with conviction about the importance of equality.

The local governing body works well with leaders. Along with trustees, they are an active part of the school team and have a clear understanding of the school's strengths and priorities. Staff are proud to be part of Norfolk Community Primary School. From the newest members of staff to those who are long standing, they feel valued and cared for. Staff appreciate how leaders consider their workload and well-being.

Safeguarding

The arrangements for safeguarding are effective.

Leaders have established a strong culture of safeguarding in this school. All members of staff understand the distinctiveness of their local context. They are alert to any changes in behaviour and report worries quickly. These are followed-up

promptly by the safeguarding team who communicate well with families and external agencies.

Leaders are strong advocates for the needs of their pupils and are unafraid to offer professional challenge when necessary. The staff at this school know their community well and work independently with a wide variety of organisations and agencies to support families and their children when this is necessary.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some subjects, curriculum thinking is at an early stage of development. It is not sufficiently well planned and sequenced from children's starting points in school at two years of age through to Year 6. This means some pupils struggle to reach ambitious end points that prepare them well for the next stage in their education. Leaders must ensure that the curriculum clearly sets out the precise detail of what pupils need to know and in what order. This will support pupils to know more, remember more and be able to do more. It is clear from leaders' actions that they are in the process of bringing about this change. For this reason, the transitional arrangements have been applied.
- Where subjects are at an earlier stage of development, assessment is not yet used with consistency to check what pupils know and remember. This can lead to pupils' misconceptions not being addressed and gaps in their knowledge. Subject leaders must develop and embed accurate assessment processes that ensure prior learning is effectively built upon in all lessons.

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.

If you are the school and you are not happy with the inspection or the report, you can complain to Ofsted.

Further information

You can search for published performance information about the school.

In the report, 'disadvantaged pupils' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	145413
Local authority	Sheffield
Inspection number	10227642
Type of school	Primary
School category	Academy sponsor led
Age range of pupils	2 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	455
Appropriate authority	Board of trustees
Chair of local governing body	John Evans
Headteacher	Angela Clarke
Website	www.norfolkcommunityprimary.school
Date of previous inspection	Not previously inspected

Information about this school

- The school has an executive headteacher and two acting heads of school who have been in post since the start of this academic year.
- The school uses the following alternative provision settings for pupils: Onboard Skate Park and OSMIS.
- The school runs a breakfast club and an after-school club.
- The proportion of pupils who are disadvantaged is significantly above the national average.
- The proportion of pupils with SEND is above the national average.

Information about this inspection

The inspectors carried out this inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken this into account in their evaluation of the school.

- Inspectors held meetings with the executive headteacher, two acting heads of school and the chief executive officer of the Sheffield South East Trust. Inspectors also held meetings with subject leaders, the SENDCo, the safeguarding team, the chair of the local governing board, representatives of the local governing body, trustees and representatives from the local authority.
- Inspectors visited lessons, looked at pupils' work and listened to pupils reading to familiar adults in school. They also observed pupils' behaviour in lessons, around school and during lunchtime.
- Inspectors carried out deep dives in reading, mathematics, history and art. Inspectors reviewed curriculum plans for a range of other subjects.
- Inspectors examined safeguarding records, including the single central record and recruitment checks on staff.
- Inspectors considered the views of parents by reviewing eight responses to Ofsted's online survey, Ofsted Parent View. They also spoke with parents as they brought their children to school and spoke to parents by telephone.
- Alongside the responses to the online surveys for staff, inspectors also met with and considered the views of various groups of staff.
- Inspectors also considered the views of pupils by speaking with different groups of pupils from all age groups.

Inspection team

Zoe Lightfoot, lead inspector	Her Majesty's Inspector
Philippa Kermotschuk	Her Majesty's Inspector
Mike Smit	Ofsted Inspector

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