

Inspection of Sheringham High School

Holt Road, Sheringham, Norfolk NR26 8ND

Inspection dates: 20 and 21 June 2023

Overall effectiveness **Good**

The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Sixth-form provision	Good
Previous inspection grade	Good

What is it like to attend this school?

Sheringham High School is typically a calm and orderly place. Pupils are polite and courteous. Most pupils feel happy and safe. A group of pupils who have recently arrived from Ukraine have been made to feel welcome and comment that they feel 'really well supported'.

The expectations of pupils are increasingly high. The school wants pupils to be able to learn effectively, and always behave in a way that allows them to do this. Teachers set high standards. Behaviour in lessons is generally calm, pupils pay attention and can learn well. At social times, pupils happily chat in their friendship groups.

Most pupils do not worry about bullying; it is not something that they experience. For those pupils affected by bullying, most of them feel that it is dealt with effectively by school staff.

Pupils talk positively of the changes to the school council, and the impact these are having. Pupils on the council comment on the support they receive from teachers. Pupils also recognise the changes that are being made across the school. They can see how these changes are intended to help them.

Pupils appreciate the variety of trips and visits available to them, including a ski trip and visits to a Christmas market. Pupils are also able to participate in extra-curricular activities.

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

The curriculum at Sheringham is going through a period of substantial change. The school is moving to a two-year key stage 4 programme in September 2023. Pupils will now choose their options in Year 9. The existing curriculum is ambitious for pupils. Leaders have taken the same level of care in planning the sixth-form curriculum as they have elsewhere.

Most teachers have good subject knowledge and present information clearly and assess pupils effectively. Pupils are learning well. Teachers accurately identify and support pupils who have gaps in their knowledge.

Provision for those pupils with special educational needs and/or disabilities (SEND) is carefully planned. Teachers make appropriate adaptations to support pupils' learning. This ensures that pupils with SEND learn as well as their peers.

Leaders focus on supporting pupils to develop their skills and love of reading. There are regular opportunities and interventions to support pupils who need additional help, especially for those pupils who need support to catch up in their reading when

they join the school in Year 7. Pupils have regular library lessons which help them to broaden their literary diet.

The curriculum for personal development is broad, detailed and age appropriate. For example, pupils learn about different faiths and religions through their philosophy and ethics programme. They have meaningful opportunities to visit places of worship. There is also a bespoke programme of personal development days. The content of these days has included the importance of healthy relationships. Pupils learn that it is ok to be different. Pupils say that the school supports their mental and emotional health effectively. Sixth-form students are typically positive about their experience and confident to talk about sixth-form life.

Most pupils behave well. Lessons and corridors are calm and orderly. There are a small number of pupils whose behaviour does not yet meet the standard expected by school leaders. As a result, levels of suspension are high. A significant number of these suspensions are pupils who are eligible for the pupil premium. Pupils report that bullying is generally dealt with effectively. Pupils also comment that the use of inappropriate or prejudicial language is rare.

Most pupils attend well and there are appropriate systems in place to monitor this. However, processes for recording and monitoring attendance in the sixth form are not of the same standard. Leaders are aware of this and are taking action to address it.

School leaders are guiding the school carefully through a period of substantial change. Changes include the development of a new curriculum, a behaviour improvement plan, and an increase in the range of subjects in the sixth form. Leaders are being supported by trustees to ensure that there is continued capacity for improvement. Staff talk in glowing terms about the support from school leaders.

Safeguarding

The arrangements for safeguarding are effective.

Leaders ensure that the system for undertaking pre-employment checks is accurate and rigorous. All staff know how to report concerns about adults or pupils. Staff are vigilant and know pupils well. As a result, they can identify the early signs that pupils may be at risk.

Safeguarding leaders are effective in their role. They secure appropriate help to address concerns, involving external agencies where appropriate.

Leaders ensure that the curriculum raises awareness of sexual harassment and online abuse. As a result, pupils are safe and have accurate information to keep themselves safe.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The systems to record and monitor the attendance of sixth-form students are not sufficiently robust. As a result, leaders do not challenge poor student attendance over time. Leaders should ensure that the system is implemented rigorously to ensure students are safe and that they access the full curriculum.
- The behaviour of some pupils does not meet the increasingly high expectations expected by leaders. As a result, the level of suspension is high, particularly among vulnerable pupils. Leaders need to ensure that their high expectations are clear and met by all pupils.

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' 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	137621
Local authority	Norfolk
Inspection number	10268542
Type of school	Secondary
School category	Academy converter
Age range of pupils	11 to 18
Gender of pupils	Mixed
Gender of pupils in sixth-form provision	Mixed
Number of pupils on the school roll	734
Of which, number on roll in the sixth form	104
Appropriate authority	Board of trustees
Chair of trust	Natasha Hutcheson
Headteacher	Alastair Ogle
Website	www.sheringhamhigh.co.uk
Date of previous inspection	17 October 2017, under section 8 of the Education Act 2005

Information about this school

- There have been recent significant changes to the leadership of the school, including the appointment of the executive headteacher.
- The school meets the requirements of the provider access legislation, which requires schools to provide pupils in Years 7 to 13 with information and engagement about approved technical education qualifications and apprenticeships.
- The school makes use of one registered and one unregistered alternative provider.

Information about this inspection

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

- This was the first routine inspection the school received since the COVID-19 pandemic began. The lead inspector discussed the impact of the pandemic with leaders and has taken this into account in their evaluation of the school.
- Inspectors met with the executive headteacher, senior leaders, staff, trust leaders and representatives from the local governing board.
- Inspectors carried out deep dives in these subjects: art, English, history, geography, design technology and mathematics. For each deep dive, inspectors met with subject leaders, looked at curriculum planning, visited a sample of lessons, spoke to teachers, spoke to pupils about their learning and looked at samples of pupils' work.
- To evaluate the effectiveness of safeguarding, the inspection team spoke with staff and pupils. The lead inspector met with the designated safeguarding lead and reviewed safeguarding records. The lead inspector also reviewed the single central record of pre-employment checks made on staff and reviewed information about the safer recruitment of staff.
- The inspection team met with pupils from different year groups to talk about their learning and experiences at school. Inspectors also reviewed 102 responses to Ofsted's online questionnaire for pupils.
- Inspectors reviewed a range of documents provided by the school. These included the school development plan, curriculum documentation and school policies.
- Inspectors considered 89 responses to Ofsted's online questionnaire for parents, Ofsted Parent View. This included 64 comments from parents and carers in the free-text facility. Inspectors also considered the 62 responses to the staff questionnaire.

Inspection team

Jonathan Rockey, lead inspector	His Majesty's Inspector
Zoe Fisher	Ofsted Inspector
Chris Stainsby	His Majesty's Inspector
Dave Gibson	His Majesty's Inspector

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