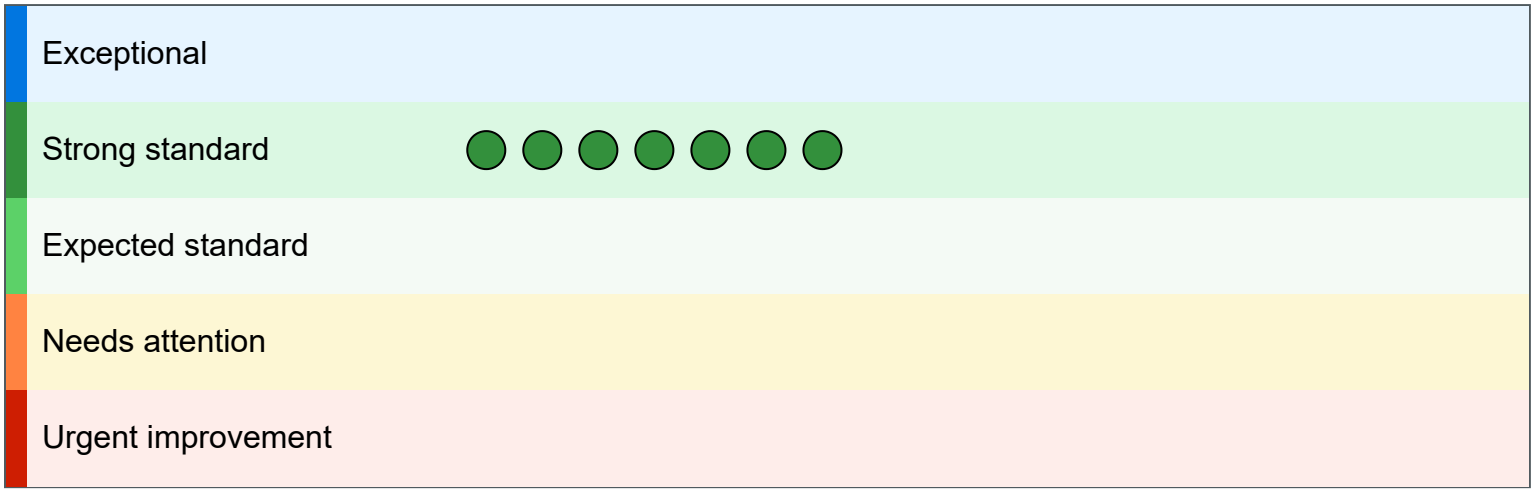
Rockland St Mary Primary School

Address: School Lane, Rockland St Mary Primary School, Main Office, NR14 7EU

Unique reference number (URN): 144972

Inspection report: 22 September 2026



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.

Strong standard

Achievement

Strong standard

Pupils achieve well across the school because leaders maintain a sharp focus on achievement for all. Over time, pupils achieve consistently well in national tests and assessments at the end of key stage 2. Children leave the early years very well prepared for Year 1. Pupils' achievement in reading and mathematics is particularly notable.

Leaders ensure that pupils acquire the foundational knowledge they need in English and mathematics by the end of Year 2. As a result, pupils are well equipped to engage with the wider curriculum. Skilful adaptations and interventions help pupils achieve well. Disadvantaged pupils and those with special educational needs and/or disabilities (SEND) make effective and often rapid progress from their starting points. Pupils demonstrate high standards of presentation, handwriting and spelling across their work. This enables them to show their secure understanding of what they have learned across the curriculum.

Attendance and behaviour

Strong standard

Pupils' attendance is consistently high. Pupils do not want to miss any learning. Leaders know attendance patterns in detail and respond quickly when any barriers to regular attendance emerge. Personalised support, strong relationships and a sense of belonging help pupils attend regularly. Leaders provide tailored support and work in partnership with families and external agencies when needed. Leaders' work to improve attendance is characterised by support rather than sanctions, although the school adheres to guidance regarding holidays during term time.

Leaders promote the school's values of believe, explore and achieve through all aspects of school life. Pupils consistently understand and demonstrate the expectations of being ready, respectful and safe. The school's 'healthy relationships' approach is fundamental to creating a positive learning environment. Leaders communicate clear and consistent expectations. Pupils understand these. This shared understanding and restorative approaches help pupils reflect on their choices and resolve difficulties positively. This begins in the early years. Staff support pupils to manage their emotions and behaviour successfully, while preserving their dignity and encouraging independence. Members of the 'Kindness Crew' play an important role in promoting a positive learning environment and ensuring that no pupil feels lonely. Pupils are exceptionally kind, respectful and considerate towards one another. They value differences, include others readily and contribute to a calm and welcoming atmosphere. Bullying is extremely rare because pupils understand the importance of consent, respect and positive behaviour.

Curriculum and teaching

Strong standard

Leaders have created an ambitious and inspiring curriculum. It is rooted in the school's context and carefully constructed to ensure that pupils acquire the knowledge they need for future learning. Leaders place a clear focus on pupils acquiring the foundational knowledge they need in English and mathematics. The teaching of reading is a particular strength. Staff implement agreed approaches to teaching reading, writing and mathematics consistently

well. As a result, pupils develop the knowledge and confidence needed to access learning across the curriculum.

Staff use secure curriculum knowledge and a detailed understanding of pupils' starting points and needs to teach the curriculum effectively. Positive relationships underpin their practice. Teachers explain new learning clearly. They ensure that pupils build and secure the knowledge and vocabulary leaders intend them to learn. Teachers ensure that disadvantaged pupils and those with special educational needs and/or disabilities can engage with the same ambitious curriculum. Teachers make effective use of assessment to identify misconceptions swiftly and provide timely support. Staff make appropriate adaptations to support pupils' learning without lowering expectations. Pupils enjoy discussing their learning and using the technical vocabulary they acquire.

Leaders enhance the curriculum through a range of carefully planned experiences that help pupils make meaningful connections in their learning and deepen their understanding of the world around them.

Early years

Strong standard

Leaders understand the importance of the early years and the role it plays in laying the foundations for children's future success. The curriculum is ambitious and prepares children well for learning in Year 1.

Children benefit from effective routines, purposeful interactions and a well-designed curriculum. Leaders and staff prioritise developing communication and language skills alongside children's personal and social development. This helps children settle quickly, develop confidence and engage positively in learning. Staff develop children's communication, vocabulary and early phonics knowledge through high-quality interactions. Staff use assessment effectively to understand children's needs and interests and engage them in learning across the curriculum.

Staff teach children to use the learning environment independently. They model positive relationships and provide opportunities for children to explore, practise and deepen their understanding through play and carefully planned activities. Children benefit from a rich range of experiences that develop their curiosity and understanding of the world. Staff encourage children to ask questions, persevere and develop stamina for learning. They support children to challenge themselves and try new things. Strong partnerships with parents and carers help reinforce children's learning at home.

Inclusion

Strong standard

Leaders have established a highly inclusive culture where belonging, ambition and tenacity underpin their work to meet a wide range of needs. Relationships are central to this approach. Staff know pupils and families well. They use this knowledge to identify barriers quickly, assess pupils' needs accurately and tailor provision effectively. Partnership working with families and external agencies ensures that provision is responsive and adapts to pupils' changing needs. This includes close work with the virtual school and sourcing effective alternative provision to meet pupils' needs. As a result, pupils facing barriers to learning or wellbeing participate fully in school life.

Leaders promote a culture where every teacher is a teacher of pupils with special educational needs and/or disabilities (SEND). Leaders ensure that staff have the expertise needed to adapt teaching effectively. They use additional funding to provide well-considered strategies to support pupils, including disadvantaged pupils, to learn and achieve well. Staff tailor provision to individual pupils and balance appropriate intervention with high expectations for independence. There is a shared determination that every pupil will succeed. Leaders' well established systems and processes help pupils with SEND, disadvantaged pupils and those with other barriers to learning and/or wellbeing to be consistently successful.

Leadership and governance

Strong standard 

Leaders are highly ambitious for the pupils in their care. They demonstrate detailed knowledge of pupils, families and staff and have established a culture of care, professional trust and continuous improvement.

Leaders have implemented an ambitious curriculum successfully. They ensure consistency in how well it is taught. Leaders ensure that staff have the knowledge and expertise needed to meet pupils' needs and help them achieve well. The impact of leaders’ work is evident in pupils’ outcomes and experiences. Pupils consistently achieve well academically and develop the personal qualities they need for future success.

Staff morale is high. Leaders have created a culture where pupils and staff know that they are valued and receive the support they need to succeed. They provide teachers at every stage of their career with opportunities to develop their practice and expertise. Staff value the support they receive and share leaders’ commitment to continual improvement.

Trustees bring a wealth of knowledge and experience to their roles. They provide effective support and challenge and ensure that leaders meet their statutory duties. Parents and carers are overwhelmingly positive about the school's work. Leaders recognise parents as important partners in their children’s education. Effective partnerships help pupils thrive, achieve success and prepare well for the future.

Personal development and wellbeing

Strong standard 

Leaders place a high priority on pupils' personal development and wellbeing. They integrate these priorities into the school's policies, daily practice and the curriculum. This enables pupils to develop the knowledge, skills and character they need to thrive. This starts in the early years, where children learn to share, collaborate, resolve disagreements and treat others with respect.

Leaders have sequenced the personal, social, health and economic curriculum well. They enrich this curriculum through leadership opportunities, educational visits, music, sport and responsive pastoral support. Leaders evaluate its impact using a wide range of information. Leaders introduced the 'Kindness Crew' after identifying the need to strengthen positive and healthy relationships. Pupils have a voice and play an active role in shaping the ethos and culture of the school. Pupils show a deep, age-appropriate understanding of democracy, individual liberty, mutual respect and tolerance. They demonstrate a mature understanding of different cultures, family structures, backgrounds and experiences. Pupils actively

promote the school's values. They recognise positive behaviours through a range of awards, which pupils organise and nominate each other for.

Pupils can take on meaningful and accessible leadership opportunities. They articulate how serving as school councillors, playtime helpers and members of the 'Kindness Crew' improves the experiences of others. Pupils learn how to look after their mental health through exercise, healthy eating and positive self-esteem. The school helps pupils to develop a positive sense of self and the confidence to believe in their own abilities.

Pupils learn how to keep safe online, including protecting personal information and avoiding scams. They also learn how to stay safe in the community. For example, all pupils learn about water safety. They learn to swim from key stage 1 because of the school's location in the Broads.

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

Pupils flourish in this caring and inclusive school. The school's values of 'believe, explore and achieve' are evident in daily life and woven through the curriculum. Pupils enjoy learning. They achieve consistently well. Pupils speak enthusiastically about their experiences and the progress they make. They benefit from appropriate adaptations and support with learning when needed. This enables pupils to access learning successfully and achieve well across the curriculum. Regular opportunities to revisit and recall previous learning help pupils to remember and secure important knowledge. This helps pupils build new learning on secure foundations. Pupils take immense pride in their learning and celebrate the achievements of their peers.

A wide range of enrichment opportunities and experiences help pupils to discover interests and talents. Residential visits, sporting events, musical performances and leadership roles bring the curriculum to life. They broaden pupils' horizons and help to build their confidence and self-esteem. Pupils speak enthusiastically about these opportunities. Pupils feel safe, supported and valued in school. They appreciate the opportunities they have to contribute to school life. They understand they have a role in making their school a special place to learn and play.

Pupils value the care and support they receive and recognise that staff want them to succeed. Pupils attend and behave very well. Bullying and unkind behaviour are rare. Pupils are confident that staff will listen and help if they have concerns. They learn to take responsibility for their learning, behaviour and actions. Pupils understand the role they play in caring for each other and contributing to the ethos and culture of their school. Older pupils readily support younger children. They take pride in contributing to school life through leadership responsibilities and acts of kindness. Pupils speak knowledgeably about diversity and inclusion. They understand that families, backgrounds and experiences may differ and explain the importance of treating everyone with respect.

Next steps

- Leaders should continue to embed and sustain improvements made across the school to ensure that pupils continue to benefit from the high quality of the curriculum and teaching, leading to a transformational impact on pupils' achievement.

About this inspection

This school is part of Sapientia Education 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), Jonathan Taylor OBE, and overseen by a board of trustees, chaired by Peter Rout.

The executive headteacher also oversees one other school.

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

The inspection took place on 22 and 23 September 2026.

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.

Inspectors spoke with the executive headteacher, deputy headteacher, the special educational needs coordinator, the CEO and director of primary education, other trust leaders, representatives of the trust board, staff, pupils and parents during the inspection.

The inspectors confirmed the following information about the school:

The school uses one registered alternative provision.

Executive Headteacher: Hannah Boag

Lead inspector:
Oriana Dalton, His Majesty's Inspector

Team inspector:
Sarah Stevens, His Majesty's Inspector

Facts and figures used on inspection

This was the data available at the time of the full inspection, taken from different sources. More recent data may have been published since the full inspection took place.

The inspector(s) used this data during the full inspection on 22 September 2026

School and pupil context

Total pupils

78
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: 268

School capacity

69
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)

16.42%
Below average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last 6 years.

National average: 26.5%

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

3.85%
Close to 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: 4.1%

Pupils with special educational needs (SEN) support

10.26%

Below average

What does this mean?

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

National average: 15%

Location deprivation

Below 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	71%	61%	Above
2024/25 (final)	S	62%	S
2023/24 (final)	S	61%	S
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	71%	74%	Close to average
2024/25 (final)	S	75%	S
2023/24 (final)	S	74%	S
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	79%	72%	Above
2024/25 (final)	S	72%	S
2023/24 (final)	S	72%	S
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	86%	73%	Above
2024/25 (final)	S	74%	S
2023/24 (final)	S	73%	S
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		46%	
2024/25		47%	
2023/24 (final)	S	46%	S
2022/23		44%	

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		62%	
2024/25		63%	
2023/24 (final)	S	62%	S
2022/23		60%	

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		59%	
2024/25		59%	
2023/24 (final)	S	58%	S
2022/23		58%	

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		60%	
2024/25		61%	
2023/24 (final)	S	59%	S
2022/23		59%	

‘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		68%	
2024/25		69%	
2023/24 (final)	S	67%	S
2022/23		66%	

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		80%	
2024/25		81%	
2023/24 (final)	S	80%	S

Year	This school	National non-disadvantaged score	School disadvantage gap
2022/23		78%	

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		78%	
2024/25		78%	
2023/24 (final)	S	78%	S
2022/23		77%	

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		80%	
2024/25		81%	
2023/24 (final)	S	79%	S
2022/23		79%	

‘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 (3 term)	3.3%	5.2%	Below
2023/24 (3 term)	3.3%	5.5%	Below
2022/23 (3 term)	4.2%	5.9%	Below

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 (3 term)	3.5%	13.0%	Below
2023/24 (3 term)	6.5%	14.6%	Below
2022/23 (3 term)	9.1%	16.2%	Below

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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