

Ludham Primary School and Nursery

Inspection report

Unique Reference Number	120830
Local Authority	Norfolk
Inspection number	358852
Inspection dates	4–5 October 2010
Reporting inspector	Judi Bedawi

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 of pupils on the school roll	86
Appropriate authority	The governing body
Chair	Carol Willoughby
Headteacher	Heather Anne Delf
Date of previous school inspection	9 May 2008
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Introduction

This inspection was carried out by two additional inspectors. The inspectors observed five teachers in ten lessons or parts of lessons. The inspection team held meetings with pupils, representatives of the governing body and staff and talked informally to parents and carers. They observed the school's work, and looked in detail at pupils' books, a range of school documentation, policies, monitoring records and data on pupils' attainment. They received and analysed 37 parental questionnaires.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following.

- The impact of recently introduced initiatives on teaching and learning.
- The quality of writing of boys and more-able pupils.
- Curriculum enrichment through the development of topic work.

Information about the school

Ludham Primary is a small rural village school that admits a very small proportion of its pupils from the neighbouring village of Potter Heigham. It has Early Years Foundation Stage provision for children from three to five years old, in a joint Nursery and Reception class. Nursery and younger Reception children attend part-time. Other classes all cater for mixed age groups. Almost all pupils have White British backgrounds with a few from different minority ethnic groups. Some pupils are bi-lingual with fluent English language skills and none are at early stages of learning English. There is an average proportion of pupils with special educational needs and/or disabilities with an above average proportion having a statement of special educational needs. Speech, language and communication difficulties predominate, followed by moderate learning difficulties and autistic spectrum disorders. The school has Healthy School status. The new headteacher took up post in April 2010.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?**2****The school's capacity for sustained improvement****2**

Main findings

This is a good school that empowers its pupils to achieve, enjoy and succeed. As a result, they are keen to learn and they gain knowledge and new skills at a good rate because teaching is good and the outstanding curriculum excites their curiosity. Pupils say that their teachers are 'clever at making lessons fun' and they like achieving the challenges set. Parents and carers share similar views and express this by saying, 'We would just like to say how pleased we are with how well the school is run, and how well our children are doing,' and 'My children are extremely happy at Ludham.'

The headteacher has invigorated the school and brought new energy to the drive for improvement. Her vision is shared by other senior leaders, who provide good support, and by the staff team. The governing body is committed to improvement and knows and supports the school well, though its role in monitoring, evaluating and reviewing the school's performance is not fully developed.

Almost all the children in the Early Years Foundation Stage make good or better progress, including those with special educational needs and/or disabilities, so that they move into Year 1 at, and in some cases above, the expected levels, especially in reading. On moving into Year 3, a significant proportion have reached above average standards, including those who have overcome speech and language difficulties. Pupils continue to make good progress through Years 3 to 6, and this is evident in the improved end of Year 6 results over the last two years. Writing has improved to a lesser extent than reading, mathematics and science, with spelling and the performance of boys and more able pupils being limiting factors in recent years. Pupils' work and lessons observed show that progress is good and increasingly outstanding, particularly in Years 3 to 6.

Pupils' behaviour in lessons and at play is outstanding and has a positive impact on learning. They settle to work quickly, listen carefully to their teachers, and usually organise their work well. Attendance is good and improving. Pupils generally know their targets and self-assess their work through brief thumbs up (or down). They do not often set themselves challenging targets or know sufficiently how well they or others are doing in order to recognise what they have to do to improve. Pupils feel exceptionally safe and are very aware of potential risks, such as 'e-safety'. They are enthusiastic about staying healthy and show an impressive understanding of why this is important. They enjoy helping each other and know when to ask for adult help. Pastoral care is outstanding and embraces pupils and families alike. Pupils are rightly proud of their school.

Senior leaders and staff know the school's strengths and weaknesses well. Accurate self-evaluation has given rise to a new school development plan that identifies the right priorities to ensure that the school continues to sustain its forward momentum. Standards are above average, pupils' outcomes and leadership and management are good, with some outstanding aspects. Excellent parental engagement is exemplified in the use of

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'maths monkey' who visits homes to record families enjoying mathematics together as part of the promotion of home learning. Other partnerships provide excellent resources through the local group of schools for a wide range of sports coaching and staff training. The school has successfully resolved the issues identified at the previous inspection and it has good capacity to improve further.

What does the school need to do to improve further?

- Raise standards in writing, by:
 - providing opportunities for boys to write about topics that capture their imagination and encourage them to write more
 - focusing on improving spelling across the school to increase the quality of written work
 - offering more able pupils a higher level of challenge in written tasks.
- Improve pupils' knowledge of their learning, by:
 - further involving them in assessing their own and others' work
 - encouraging the development of challenging targets devised by pupils.
- Develop the skills of the governing body through closer monitoring, evaluation and review of the school's work.

Outcomes for individuals and groups of pupils**2**

Children start school with attainment that is broadly in line with age-related expectations although there is an increasing proportion with less developed social and language skills. Pupils relish school life and learning. When boys were asked if they were enjoying a history lesson they gave a wholehearted 'Oh, yes!' Pupils eagerly absorb knowledge, always trying to do their best in lessons that move on at a good pace and respond well to the opportunity to work independently. In an exhilarating mathematics lesson in Years 5 and 6, all pupils worked hard, enjoying the competitive element of solving challenging number sequence patterns set by the teacher and very well supported by the teaching assistant. The activity extended pupils' thinking very well. Several times, pupils including those with special educational needs and/or disabilities, turned the tables on the most able mathematicians by quickly and independently identifying and explaining patterns that, for example, used addition and subtraction in the same sequence. Their success was celebrated with good humour leading to raised self-esteem, with the class then deciding to devise their own number sequences. Pupils achieve well from their broadly average attainment on entry, particularly in reading, mathematics and science, whatever their needs or abilities. This is currently less evident in the performance of boys and more able pupils in extended writing which is hindered by whole school spelling that is not as good as it should be. Pupils generally use and consolidate their basic skills well across a range of subjects.

Pupils like and respect each other and the adults who care for and support them so very well. They readily offer help and enjoy involving younger pupils in their playtime games, enhancing the strong sense of school and local community. The school council has produced an excellent book about safety in and around the school, including comments

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such as, 'We feel very safe because the gate is locked when we are in school.' There is good awareness of different communities in United Kingdom and around the world, for example, through support for a Kenyan school and established links with other schools in United Kingdom and in Europe.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils' attainment ¹	2
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	1
Pupils' behaviour	1
The extent to which pupils adopt healthy lifestyles	1
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account:	
Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	2

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

How effective is the provision?

Teaching is good with a small but increasing proportion that is outstanding. Teamwork is strong and well focused on extending pupil's learning and self-confidence. Teaching assistants readily undertake training to further increase their skills, for example, to meet pupils' specific needs in speech and language, autistic spectrum disorders or other areas of difficulty. There is a new intervention programme to support the learning of pupils who start to fall behind or who need to catch up. This input is valued by pupils, and contributes well to their good progress. Impressive subject knowledge and use of questions that extend pupils' thinking combine with teachers' enthusiasm to inspire pupils. Occasionally, too much time is given to teachers' talking, rather than pupils' learning. Assessment is good and the resulting information is used well to plan activities that build well on prior learning. Marking is good and includes helpful comments to aid improvement. Improved measures for checking the progress of individual pupils were introduced in September and these are working well. They identify the further development of pupil involvement in

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target setting and self-assessment, including increasing challenges for more able pupils in writing.

The curriculum provides pupils with outstanding opportunities that encourage them to excel. It is wide and very well adapted to meet the needs of pupils with special educational needs and/or disabilities so that they make good and sometimes outstanding progress. There are many subject strengths within a focus that is increasingly creative and cross-curricular. Information and communication technology and photography are used exceptionally well. Lessons skilfully combine subjects to provide a full picture of, for example, 'Tudor life'. Resources from the 'local school cluster' are used very well to offer activities that the school could not otherwise provide, including tag rugby coaching, gymnastics and swimming. Activities include a recent European week, to support learning in French and Spanish. The outdoor environment and wild area are used well, with the vegetable garden identified for expansion. Well-attended clubs run after school and include science, homework and football. Many visits and visitors enrich pupils' experiences, including residential trips for pupils from Year 3 upwards that develop new skills and promote their personal development.

Parents are extremely positive about the outstanding pastoral care and welfare their children receive, saying, 'I'm very impressed with the way the school has greatly improved my child's speech problems,' and 'We have wonderful, caring teachers and support staff.' Staff have an excellent focus on pupils' well-being. Pupils and families whose circumstances sometimes make them more vulnerable are helped to access external expertise or support to meet their needs and this has a positive impact on learning. Attendance is improved with good strategies such as a soft toy cat and dog awarded weekly to the class with the highest attendance in the infant and junior age classes. There have been no racist or serious behavioural incidents recorded for a very considerable time. Health and safety matters are very well addressed.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	1
The effectiveness of care, guidance and support	1

How effective are leadership and management?

In a short time, the new headteacher has set out clear intentions for further improving standards and pupils' achievement by encouraging staff to participate fully in reaching these goals. As a result, management at all levels, including subject leadership, is good with positive teamwork and a shared sense of purpose and rigour for raising the school's performance. The governing body has a good range of skills and experience and challenges senior leaders well, for example about finances. The agreed deficit budget is on track to be resolved by the end of the financial year well ahead of time. Nevertheless, the

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governing body does not monitor, evaluate or review school performance sufficiently, especially in academic areas of teaching, learning and pupils' progress.

Safeguarding is good and fully meets government requirements. There are strengths in the attention given to health and safety practice and procedures and in the support for pupils and families who find themselves in more vulnerable circumstances. Partnerships with parents and with others, including the local school cluster and welfare agencies are excellent. Many staff are now trained to identify and support learning needs including those in speech and language. Parental input to learning is recognised and valued with extremely high attendance at progress meetings and workshops including 'e-safety' and various 'Harnessing Technology' family projects, for example, making local village maps for visiting tourists.

Community cohesion is good with an action plan that clearly identifies areas that are strengths and those requiring further work. Pupils are closely involved in their local community, with an environmentally friendly travel plan and an increasing focus on sustainability. They have some links with schools in the United Kingdom that have a more diverse population and with European schools and one in Kenya. Pupils enjoy writing to their African pen pals and fundraise regularly to provide them with resources. Equality of opportunity is good. Pupils do well in most aspects of their learning, they are treated fairly and the school does not accept any form of discrimination.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	1
The effectiveness of partnerships in promoting learning and well-being	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Children settle quickly and happily into a joint Nursery and Reception environment that is focused on helping them to succeed right from the start. Children enter the Early Years Foundation Stage with attainment that is broadly in line with age related expectations, although there is an increasing proportion of children with less developed speech,

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language and communication skills. Over time, progress is mostly good in most of the areas of learning although the development of early writing skills and knowledge and understanding of the world are less developed. Well-planned activities provide a good balance of adult-directed and child-led activities, and focus on improving basic skills. Children have many friends and know the daily routines. Good early identification and intervention work helps children with special educational needs and/or disabilities to make good progress in their learning and social skills. The progress of all children is carefully monitored and recorded through daily assessment and use of 'learning stories' that show good progress and 'wow' moments, often captured in photographs. Children are able to use the secure outdoor area as they wish and show good involvement and interest whether learning through play inside or outdoors. Resources are good overall and accessible, encouraging independence. Children do not have access to an interactive whiteboard, but plans are in place to rectify this. Teaching and staff teamwork is good. All staff understand the needs of young children and the attention given to their well-being and welfare is outstanding. Leadership and management is good with close liaison and sharing of information between the teachers who job share.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

Of the parents and carers who responded to the questionnaire, all agree that their children enjoy school, are kept safe and encouraged to lead healthy lifestyles. They also agree that teaching and leadership and management of the school are good, so that their children progress well. They are happy with their children's education. Almost all agree that they are kept informed about and helped to support their children's learning and that their needs are met. They further agree that behaviour is managed well and that their suggestions are considered. The very large majority say that their children are well prepared for the next stage of their education. A tiny proportion of parents and carers feel that information about pupils' progress could be better. The inspection team found no evidence to support this concern, and inspectors fully endorse the overwhelmingly positive views expressed by parents and carers.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Ludham Primary School and Nursery to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school. The inspection team received 37 completed questionnaires by the end of the on-site inspection. In total, there are 86 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	28	76	9	24	0	0	0	0
The school keeps my child safe	28	76	9	24	0	0	0	0
My school informs me about my child's progress	21	57	15	41	1	3	0	0
My child is making enough progress at this school	26	70	11	30	0	0	0	0
The teaching is good at this school	26	70	11	30	0	0	0	0
The school helps me to support my child's learning	20	54	16	43	0	0	0	0
The school helps my child to have a healthy lifestyle	20	54	17	46	0	0	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	17	46	18	49	0	0	0	0
The school meets my child's particular needs	24	65	12	32	0	0	0	0
The school deals effectively with unacceptable behaviour	21	57	15	41	0	0	0	0
The school takes account of my suggestions and concerns	19	51	17	46	0	0	0	0
The school is led and managed effectively	21	57	16	43	0	0	0	0
Overall, I am happy with my child's experience at this school	29	78	8	22	0	0	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

	Overall effectiveness judgement (percentage of schools)			
Type of school	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2009 to 31 March 2010 and are the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn and spring terms 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



6 October 2010

Dear Pupils

Inspection of Ludham Primary School and Nursery, Great Yarmouth, NR29 5QN

We really enjoyed visiting your school recently. We want to say thank you for your friendly welcome and help in telling us so much about your learning. You go to a good school and we can see how hard you work and how you find learning fun. We were impressed with your excellent behaviour and understanding of keeping safe and healthy. Well done! You told us that you enjoy most things, including mathematics, science, history, music and physical education. You are making good progress and reach higher standards than pupils in most schools. Although you are very good at reading, you now need to work harder at improving and checking your spelling in everything you write. You get on well at school because all the adults help you to learn and expect you always to do your best. The way they care for you is excellent so you are really happy.

Your headteacher and the staff want to make your school even better. I have asked them to:

- make sure that all of you, and particularly the boys, write much more about things that interest you, so your writing is fun to read
- identify those of you who find writing easy and give you even harder work
- help you think of ways to assess your own learning and that of others in your class so you have a better idea of how well you are doing
- let you think of your own targets and how best to achieve them
- ask the governing body to check how well you are learning in lessons so they understand more about the things you are taught and how you make progress.

I expect you will be able to think of many ways to reach these goals. I hope you enjoy the rest of your time at Ludham.

Yours sincerely

Judi Bedawi

Lead inspector

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