

# Mattishall Primary School

## Inspection report

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<b>Unique Reference Number</b>	132213
<b>Local Authority</b>	Norfolk
<b>Inspection number</b>	360400
<b>Inspection dates</b>	24–25 March 2011
<b>Reporting inspector</b>	Roderick Passant

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	187
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Elaine Harrison
<b>Headteacher</b>	Tony Chapman
<b>Date of previous school inspection</b>	14 April 2008
<b>School address</b>	Dereham Road Mattishall, Dereham NR20 3AA
<b>Telephone number</b>	01362 858451
<b>Fax number</b>	01362 858898
<b>Email address</b>	head@mattishall.norfolk.sch.uk

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## Introduction

This inspection was carried out by three additional inspectors. They saw teachers in seven classes teaching 12 lessons. They held meetings with members of the school's senior leadership team and staff, representatives from the governing body and school council and a group of Year 6 pupils. They observed the school at work and looked at a range of documentation linked to safeguarding and school improvement. They scrutinised the questionnaire responses from 139 parents and carers, 98 pupils and 20 members of staff.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- How effective is the challenge for higher-attaining pupils?
- How effective is the school's self-evaluation and hence the accuracy of its judgements for school improvement?

## Information about the school

The school is smaller than average. Almost all pupils are White British although there are a small number of dual heritage, Asian British, Black African and Black Caribbean pupils and a few whose first language is not thought to be English. A few pupils are at an early stage of learning English. The proportion of pupils on the register of special educational needs and/or disabilities is broadly average although the proportion with statements detailing their educational needs is high. Years 1 and 2 are currently taught in two mixed-age classes. The school has gained Healthy Schools status and the International Schools Award (Foundation Level) in recognition of its global links.

**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. Because the current headteacher was appointed early, there has been a very effective transition with the school's previous leadership. The headteacher was therefore able to introduce his vision for the school's development quickly, augmenting the considerable existing strengths with the full support of staff. Self-evaluation is accurate and there is good capacity for sustained improvement given the many improvements that have taken place since the school was last inspected and the current momentum for further development.

Attainment at the end of Year 6 is broadly average. Pupils are currently making good progress across the school from their starting points. Achievement is good. This is because the school has effectively established the conditions for good learning. Pupils enjoy learning and school. This is reflected in attendance which is above average. Lessons are interesting and there is a good curriculum albeit that it is proposed to develop this further. A key strength is the school's outstanding care, guidance and support. Pupils are known and valued as individuals and a wide range of achievement is fostered and recognised. The result is that pupils develop confidence and self-esteem.

The school is a very cohesive and inclusive community. Pupils respect one another and their teachers. They have a strong understanding of right and wrong and discuss moral and ethical issues. Adults are very positive role models, in lessons listening attentively to what the pupils have to say. Pupils have a mature understanding of diversity and difference because of the outstanding work carried out to develop their knowledge of other cultures and faiths. The school is a friendly place; pupils feel safe and they get on well with and support each other and have a broad range of social opportunities. Pupils are curious about the world and participate enthusiastically in sporting and artistic activities, working alongside artists and participating in performances. Pupils' spiritual, moral social and cultural development is good.

Teaching is good. Staff are experienced and skilled; they manage the learning well to ensure that pupils make good progress. There are some inconsistencies in approach and lesson planning could on occasions be sharper. Pupils do not always see themselves as active partners in the learning process. This is because the school is not fostering consistently pupils' independent learning skills. Pupils are very clear in their questionnaire responses that adults tell them how to improve their work. However they do not always know how well they are doing or their targets to move to the next level.

## What does the school need to do to improve further?

- Develop and consistently encourage pupils' independence as learners by:

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- ensuring that they know where they are in their learning and the level they are operating at
- clarifying their next steps or targets to improve
- having consistent expectations of pupils for example, with regard to presentation of work and management of equipment.
- To improve teaching further, ensure that lesson planning consistently:
  - sets clear objectives shared with pupils
  - identifies the criteria against which pupils may judge what good learning will look like in the lesson so that they are able to develop their skills in assessing their work
  - specifies the additional challenge for pupils capable of higher attainment.

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

Classrooms have a positive, warm ethos because adults have good relationships with the pupils and pupils' behaviour to support learning is good - they are interested and engaged by the work. Pupils listen well to their teacher and pupils have particularly good speaking skills across the school; they are confident to answer in an extended manner. Pupils show good knowledge of multiplication facts but are less confident in applying them to specific problems, for example, making somewhat heavy weather of straightforward calculations related to their surveying tasks. Pupils responded particularly well in their writing to the imaginative 'mysterious eggs' project and associated tasks. The quality of pupils' presentation is variable.

Pupils make good progress across the school. Current Year 6 pupils are on track to make at least the expected progress including pupils with special educational needs and/or disabilities. Pupils with statements detailing their special educational needs and/or disabilities and pupils on 'school action plus' made good progress to gain above average attainment in 2010. This is because teachers and teaching assistants are trained to understand specific aspects of special educational needs and/or disabilities as they occur, intervention work is effective and the pupils' progress is monitored carefully.

In the past too, pupils capable of higher attainment have not always gained the higher level at the end of Year 2 and Year 6. The school is currently targeting these pupils in English and mathematics through enrichment and other activities although lessons are not consistent in making the additional challenge explicit. The few pupils with English as an additional language make good progress, helped by the emphasis in classes on developing speaking skills and generally the good opportunities to talk about and rehearse ideas. The school has a few pupils with specific emotional and behavioural needs who present challenging behaviours. Over time they learn to manage their behaviour or difficulties; although there are occasional incidents, the school adopts clear behaviour plans based on positive reinforcement. It works closely with parents and carers to support them and other pupils who might be involved. Pupils have a mature understanding of difference and this gives the school its inclusive ethos.

Pupils have a good understanding of what makes a healthy lifestyle and the importance of nutrition and exercise, participating in sports-based activities in and out of school. They contribute to the school and wider community through for example, performances and

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donating and delivering harvest festival packages. The school council and playground mentors take their role very seriously. Pupils understand and care about global issues and are keen to raise money for a variety of causes. The school lays the foundation well for their future economic well-being because of their good personal development and positive attitudes to learning.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	3
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
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>2</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	2
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

<sup>1</sup> 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?**

Teachers have a good rapport with pupils and manage their classes well. They are enthusiastic which helps motivate and engage the pupils. They also have good subject knowledge and often creative in their approach so that they are confident in setting tasks which are imaginative and open-ended. Good teamwork with other adults ensures good learning in classrooms. Younger mixed-age classes are managed well. There is often a good pace to activities and in some lessons particularly good use of assessment to gauge the next activity based on pupils' responses. With younger classes activities are often short, well-structured and presented in a fun way to keep pupils enthused.

The objectives for lessons, on occasions, could be more precise so that teachers are very clear what it is they want the pupils to gain from a particular lesson and, working backwards from this, determine the steps needed to get to that point. These objectives are not always shared with pupils in simple terms so that they understand what they are doing and why. Some staff share with pupils the criteria used to judge the success of the

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learning in order to develop their skills of self-assessment but this is not consistent across the school.

Marking is detailed with helpful comments. Pupils are not always aware of the level that they are operating at or their targets which would cement the learning partnership with their teachers. The school has recently switched to using sophisticated software to monitor pupils' progress, identifying early those pupils who require additional support. Staff are using this information and have a good understanding of age-related expectations and the progress that pupils should be making. This, along with subsequent discussions following the periodic assessments is leading to pupils' improved current progress.

The curriculum is imaginative and accounts for pupils' enjoyment of learning and why a member of the school council said: 'We learn something new every day in a fun way'. It, along with good teaching, nurtures basic skills well. A range of themes link subjects together in a creative way reinforcing a variety of styles of learning. The curriculum ensures that pupils have a rounded knowledge of the world and other cultures.

Enrichment through clubs, visitors and trips is good. Further development is planned to enhance the linkage of all learning.

Support for all pupils is targeted well. The school works closely with families and external agencies to ensure that vulnerable pupils are cared for and are able to develop well in school. Staff are very caring and committed to the pupils and they in turn know all the teachers because every teacher spends time with each class for reading at some point during the year. Close links have been established with all the local pre-school settings involving a series of transition activities to ensure that children settle into the school quickly. There is good communication and joint activities with the two local secondary schools to smooth the move to secondary school.

*These are the grades for the quality of provision*

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

## How effective are leadership and management?

The headteacher has gained a very clear view of the school and the priorities for further improvement based on formal classroom observation and dialogue with staff. This, along with opportunities to see each other teach and a development of a whole-school view and accountability for pupils' term-on-term progress, is leading to a professional culture and strengthening the teamwork evident in the school. This is leading to improvement in the quality of pupils' learning and progress. Staff have developed in confidence, caught the headteacher's enthusiasm, are active in the process of change and development and share the headteacher's ambitions for the school and pupils.

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The process of appointing the headteacher has helped bond the governing body together. Good strategic leadership allowed the early appointment of the headteacher and subsequent opportunities to meet staff and effect a smooth transition with the school's leadership. This has meant the headteacher was able to make an impact from day one. There is a good range of personal and professional expertise on the governing body and a strong commitment to the school. It provides both strong support but is confident to question. It meets statutory requirements. Safeguarding is good because staff are vigilant, trained, supported by good policies and the headteacher places strong emphasis on all staff being fully aware of their responsibilities.

The promotion of equal opportunities and removal of barriers to learning are embedded with the results that there are significant examples of individual and groups making gains in their learning. Higher-attaining pupils are now being supported. The school's work on community cohesion at school, local, national and international levels has been rigorous, rooted in the curriculum and based on sharp analysis and careful evaluation procedures. There are strong local links, various projects with a London primary school with a very different intake and international links with schools in Japan, Belgium and France.

*These are the grades for leadership and management*

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

## Early Years Foundation Stage

Children get a good start to their education in the Reception class. Although attainment in key areas, particularly early reading, writing and mathematical skills, are below average at the end of Reception, children make good progress from their often low starting points. Attainment is stronger in personal and social education, knowledge and understanding and physical and creative development. Children enjoy learning and are encouraged to be independent and to think about and evaluate what they are doing. They participate in the



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many varied, exciting activities because of the way adults support, challenge and meet their needs.

Improvements to the outside area have enriched the opportunities for children to participate in a broader range of imaginative activities. Planning is thorough. Adults' questioning and formal and incidental teaching skills are good, often outstanding, driving the learning on, particularly in developing language and early writing skills. Occasionally, opportunities are missed to challenge children capable of higher attainment to go that bit further. There is a good balance of activities initiated by the children and those set by adults. Staff develop children's confidence well and they learn to play and work with other children well. Good assessment means that adults have a good knowledge of where children are in their learning and their next steps. Leadership and management are good so that there is strong teamwork and good partnership with parents and strong commitment to improvement.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
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

The level of response from parents and carers was much higher than is generally seen. The response to individual questions is also higher with most parents and carers happy with their child's experience at the school. A few parents had concerns about the way the school manages unacceptable behaviour. Behaviour in the school is good. There are a few pupils who have emotional and behavioural issues. Pupils are managed well by staff with clear strategies based on positive reinforcement and, if necessary, sanctions.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Mattishall Primary School 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 139 completed questionnaires by the end of the on-site inspection. In total, there are 187 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	62	45	72	52	4	3	0	0
The school keeps my child safe	73	53	58	42	3	2	0	0
My school informs me about my child's progress	49	35	80	58	9	6	0	0
My child is making enough progress at this school	45	32	80	58	7	5	1	1
The teaching is good at this school	53	38	79	57	3	2	0	0
The school helps me to support my child's learning	47	34	80	58	8	6	2	1
The school helps my child to have a healthy lifestyle	57	41	75	54	5	4	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)	49	35	73	53	5	4	0	0
The school meets my child's particular needs	44	32	87	63	5	4	2	1
The school deals effectively with unacceptable behaviour	36	26	80	58	14	10	2	1
The school takes account of my suggestions and concerns	37	27	86	62	7	5	4	3
The school is led and managed effectively	62	45	71	51	0	0	0	0
Overall, I am happy with my child's experience at this school	67	48	67	48	4	3	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	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

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 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 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.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

## 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"> <li>■ The school's capacity for sustained improvement.</li> <li>■ Outcomes for individuals and groups of pupils.</li> <li>■ The quality of teaching.</li> <li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li> <li>■ The effectiveness of care, guidance and support.</li> </ul>
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.**



28 March 2011

Dear Pupils

**Inspection of Mattishall Primary School, Dereham, NR20 3AA**

Thank you for making me so welcome in your school.

This is a good school. It has improved in many ways since it was last inspected. Attainment is similar to that seen in many schools by the end of Year 6 but you make good progress and achieve well. You obviously enjoy school because you do lots of interesting things and your teachers are not only skilled but care about you a very great deal. You behave well around the school and in lessons and help to create a friendly school where you feel safe.

In order to help you make even better progress I have asked the headteacher to work with staff to sharpen their lesson planning so that you are very clear what it is you are learning and why and so that you know how to judge just how well you have achieved in the lesson. I also asked him to ensure that you know what level you are at in your various subjects and what you need to do in order to take you to the next level. I hope that these initiatives will help you take more responsibility for your learning and become more independent.

I also asked the headteacher to ensure that staff are consistent in their expectations of you as independent learners. For example, I was a little surprised that playground equipment was just left rather than you putting it away when you had finished with it, almost as if you expected someone else to clear up after you.

The school helps you grow into confident articulate young people. You are obviously interested in the wider world helped by all the links the school has established in this country and abroad. The headteacher clearly wants the school to go on improving. You can help in this process by taking part in every opportunity that the school provides, maintaining your interest and enthusiasm for learning in and out of school and working closely with your teachers as partners in your learning.

Yours sincerely

Roderick Passant

Lead inspector

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