

Reepham Primary School

Inspection report

Unique Reference Number	120845
Local Authority	Norfolk
Inspection number	358856
Inspection dates	16–17 May 2011
Reporting inspector	Kath Beck

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	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	211
Appropriate authority	The governing body
Chair	Alison Kennedy
Headteacher	Miriam Jones
Date of previous school inspection	10 December 2007
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Introduction

This inspection was carried out by three additional inspectors. They observed 12 lessons taught by seven different teachers. Meetings were held with parents and carers, groups of pupils, staff, and representatives of the governing body. The inspectors observed the school's work, and looked at documentation including the procedures for safeguarding pupils, the school's self-evaluation form and the school improvement plan. In addition, inspectors looked at the report from the School Improvement Partner, pupils' work, records of pupils' progress, attendance records and the views given on 77 parental questionnaires.

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

- The impact of the action the school is taking to help more pupils reach higher levels of attainment in writing and mathematics.
- The impact of the school's provision on the progress of pupils with special educational needs and/or disabilities.
- How effectively leaders and managers are working as a team to improve the school's effectiveness further.
- The action the school has taken since the time of the last inspection to improve its partnership with parents and carers and the impact this is having.

Information about the school

This school is slightly smaller than the average primary school. Most pupils live within the locality, but some travel to the school from further afield. Almost all are of White British heritage. Very few come from minority ethnic groups and none of these speak English as an additional language. The proportion of pupils known to be eligible for free school meals is lower than that found in most schools nationally. The proportion identified as having special educational needs and/or disabilities is below that often found, but the proportion with a statement of special educational needs is much higher than the national average. Their needs include behavioural, emotional, moderate, specific, profound and multiple learning difficulties. The headteacher has a contract to work Monday to Thursday. Her duties are covered by the Key Stage 1 leader who has a contract as acting headteacher on Fridays. There is a privately run after-school club on the site which is inspected separately.

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

Reepham Primary is a good school. Since the last inspection the school has faced challenges with the stability of the overall leadership of the school. These have been resolved recently. With external support, the governing body and staff, especially those with middle management responsibilities, worked very well together as a team to ensure that the school continued to develop and improve its provision. Consequently, attainment has risen: in particular, pupils do well in English because they have a good grasp of basic skills. The good curriculum provides many interesting experiences for them to write about and to use their imagination. Attainment is well above average in mathematics. The school is determined to help pupils make even more progress in this subject, but developments are at an early stage. Not all staff make sufficient use of practical resources to help pupils who find mathematics difficult to understand new learning. In addition, marking does not always give pupils a clear idea about what they need to do to improve.

Since the last inspection, provision in the Early Years Foundation Stage has improved from satisfactory to outstanding. Children's advanced independent learning skills give them confidence to draw on their experiences to tackle new challenges and they approach problem solving with enthusiasm. This is built on very successfully in Years 1 and 2. However, in Years 3 to 6 there are not enough opportunities for pupils to work in teams, solve problems, organise activities and take leadership roles or contribute to the school's decision-making process. The overall quality of teaching has improved from satisfactory to good and is at times outstanding. Leaders and managers have taken determined action to overcome the very small amount of less successful teaching that stems from limited use of assessment to match work to pupils' precise needs. A good partnership has been established with parents and carers through contact books in the Early Years Foundation Stage, invitations to share in many of the school events, and informal communications with staff at the start and end of the school day.

Good care, guidance and support and partnerships with other professionals ensures that support for pupils whose circumstances may make them vulnerable or who have significant special educational needs and/or disabilities is targeted well. Recent training to manage pupils with particularly challenging behaviour is proving successful in improving their attitudes to learning. Good provision, the strengthening partnership with parents and carers, and one-to-one tuition for pupils with special educational needs and/or disabilities is helping them to make good progress overall from their starting points. Some of these pupils make rapid progress and attain in line with their classmates. Others achieve small steps in learning depending on their particular needs but make good, positive progress in developing their social and emotional skills.

Under the leadership of the new headteacher, the school is moving forward at a rapid pace. Middle leaders are undergoing training to enhance their skills further. The strong

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teamwork established in the past has been sustained. Leaders and managers, through their formal and informal self-evaluation procedures, have a clear idea about the school's strengths and what needs to be improved. These factors, together with the school's track record since the last inspection, give it good capacity to improve further.

What does the school need to do to improve further?

- Maximise the progress of pupils so that it is consistently good across all classes by, in particular, ensuring that all staff:
 - use assessment effectively to match work to pupils' individual needs
 - provide appropriate resources to support learning
 - mark pupils' work in mathematics effectively so that they are clear about what they need to do to improve.
- Enable pupils in Years 3 to 6 to develop greater independent learning skills by giving them more opportunities to:
 - work in teams, solve problems, organise activities and take leadership roles
 - actively contribute to the school's decision-making process.

Outcomes for individuals and groups of pupils

2

The school's profile is changing. While many children start in the Early Years Foundation Stage with greater skills and experiences than those expected for their age, the number of pupils joining the school with special educational needs and/or disabilities, including with a statement of special educational needs, is rising. Good teaching and the effective deployment of support staff, who are clear about the targets these pupils are to achieve and what they need to learn to reach these, enable these pupils to make good progress from their starting points.

The action taken to raise attainment in writing has been successful. Key skills in literacy are taught exceptionally well at an early stage and pupils throughout the school are motivated to write from their imagination or real experiences. In Years 5 and 6 pupils, wrote about an exciting murder mystery following a visit to a Victorian Mansion while in Year 1, pupils wrote highly imaginative letters to a pirate. The youngest pupils watched a video of a pirate story, discussed in depth the 'pirate' vocabulary they wished to use, and drew on their knowledge of phonics to help their teacher to write them on labels for future reference. This enabled pupils to write accurately and confidently. For example, one pupil wrote, 'Ahoy me hearties! I found the treasure where "ex" marks the spot.' This activity, chosen by the children, motivated boys and girls alike to write eagerly. Some pupils played out their ideas with others before writing them down and this added much to their confidence in knowing what to write, as well as their social development.

Above average attendance and good behaviour contribute to pupils' achievements and enjoyment of school. Pupils make a good contribution to the school and wider community, especially through the work of the Eco-council. This group promotes the importance of recycling materials not only in school, but also at home. Opportunities for more pupils to be involved in decisions to improve the school, such as in the school council are limited. Through many sporting activities and the recent provision of nutritious meals, pupils have

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a better understanding of a healthy lifestyle. They feel safe in school, knowing that staff will deal with any worries that they have. They have a good knowledge of different faiths and the strong international focus within the school gives them a clear picture of life in the wider world.

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	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
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?

The good curriculum gives pupils many opportunities to extend their personal and social skills as well as knowledge skills and understanding in different subjects. These stem from trips to places of interest and a wide range of visitors who come to the school. To promote pupils' enthusiasm for writing, many authors come to share their skills and help pupils write in ways that capture and sustain interest. An author of 'pop-up' books motivated young pupils to enhance their skills in design and technology by designing and making pictures with stand up or moveable features. Work with local artists has brought about high quality work especially in printing, weaving and pottery.

Most teachers make good use of assessment and utilise a range of methods that make learning relevant to pupils' ages and interests. Pupils receive clear guidance about what they are to learn and what is expected of them in each lesson. They respond well and do their best to present work neatly. The effective use of talk partners particularly helps pupils to clarify their thoughts. Often pupils receive good feedback in lessons about how well they are doing and new challenges are put before them if the work is too easy.

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However, this is not always the case as a mismatch of work to abilities and lack of practical resources to make learning real hinders progress on occasion. Close liaison between teachers and support staff means that pupils, especially those with special educational needs and/or disabilities, are supported well.

Parents and carers value the improving partnership with the school that enables them to support their children's learning, especially in the classes for younger children. Transition arrangements when pupils move to the next stage in their learning are strong between Reception and Key Stage 1, and between Year 6 and the secondary school. The school can point to some real success where advice sought from a range of professionals is impacting positively on the progress and emotional development of pupils with special educational needs and/or disabilities.

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	2
The effectiveness of care, guidance and support	2

How effective are leadership and management?

Leaders, managers and the governing body, through their effective ambition and drive share a strong sense of purpose. Together, they have been successful in securing important improvements to raise the school's overall performance. High quality mentoring and training has had a significant impact on improving the Early Years Foundation Stage. Rigorous self-evaluation has identified key areas for improvement, including raising the quality of teaching further. Middle managers, who are good role models, are playing an important part in this.

Equal opportunities and safeguarding are at the heart of the school's work. The governing body rigorously audits the school's procedures for safeguarding annually. Its members regularly attend training so that they are up-to-date. Determined action has been taken to ensure that pupils with special educational needs and/or disabilities receive the full support that they require. Members of the governing body are effective in challenging and supporting the school's work, using their knowledge and expertise in education, finance, business and sustainability to benefit pupils. Views from questionnaires completed by parents, carers and pupils are valued and changes made to the school's provision. Good links with other schools locally, nationally and in France and Japan promote community cohesion well. Pupils have many valuable opportunities to compare and contrast their lives with those that are very different from their own.

Expertise drawn from a range of partnerships outside the school and with parents and carers enriches the curriculum and raises staff skills in managing particularly challenging behaviour. After-school sports clubs enable pupils to take part in activities that may not otherwise be available to them.

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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	2
The effectiveness of partnerships in promoting learning and well-being	2
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

High quality leadership and management, inspirational teaching and expert knowledge ensures that all pupils, including those with special educational needs and/or disabilities, make rapid progress. A highly stimulating, welcoming environment, indoors and out, offers children many exceptionally rich, varied and imaginative experiences that meet their individual needs. Their enthusiasm and curiosity is captured very effectively as staff value children's interests and use them really creatively as a basis for learning. These are skillfully directed into developing high levels of independence and decision making. Children are very active and extremely creative in their learning and think critically. For example, in pretending to be architects to design a house for the third little pig in the well-known fairy tale, they devised very imaginative but practical traps that would catch the wolf to stop him getting into the house.

Adults are very proficient at knowing when to intervene and when to leave children to play or explore for themselves. Some children were curious about a 'Super Sleuth' box that had appeared in their classroom. Initially, they were not sure what to make of the magnifying glasses and walkie-talkies it contained. Having explored these with an adult, who initially joined them in their role-play, children were soon playing at being detectives on their own. At other times, adults sit with children to help them use their secure phonic skills to write letters, stories or invitations.

All activities, stemming from sharply focused observations of what they can do, successfully enable children to acquire and apply new skills rapidly across all the areas of learning. They communicate very effectively with each other and with adults, and work together confidently as a team to solve problems. Strong and purposeful partnerships with outside agencies, pre-school provisions and parents and carers ensure that children settle quickly

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and learning at home is fully utilised in school. Close collaboration with staff in Year 1 ensures that transition is seamless.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	1
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	1
The quality of provision in the Early Years Foundation Stage	1
The effectiveness of leadership and management of the Early Years Foundation Stage	1

Views of parents and carers

The percentage of parents and carers responding to the questionnaire is broadly similar to that found in most schools. Most are happy with the teaching their children receive and their children's experience of the school. They also say that their children are safeguarded well and are encouraged to have a healthy lifestyle. A small number of parents and carers feel that the school does not deal with unacceptable behaviour well enough, or take sufficient account of their suggestions and concerns. Inspection findings show that pupils mostly behave well. The school has taken advice on how to manage challenging behaviour and this is having a positive impact. Inspection findings also show that the school has taken significant steps to seek and act on parental views and suggestions, and to develop an effective partnership.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Reepham 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 77 completed questionnaires by the end of the on-site inspection. In total, there are 211 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	43	56	32	42	1	1	0	0
The school keeps my child safe	35	45	37	48	3	4	0	0
My school informs me about my child's progress	34	44	38	49	3	4	0	0
My child is making enough progress at this school	38	49	34	44	3	4	0	0
The teaching is good at this school	46	60	30	39	0	0	0	0
The school helps me to support my child's learning	31	40	40	52	3	4	0	0
The school helps my child to have a healthy lifestyle	33	43	41	53	2	3	1	1
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)	36	47	36	47	3	4	0	0
The school meets my child's particular needs	32	42	42	55	2	3	0	0
The school deals effectively with unacceptable behaviour	30	39	36	47	4	5	2	3
The school takes account of my suggestions and concerns	32	42	35	45	7	9	0	0
The school is led and managed effectively	30	39	40	52	3	4	0	0
Overall, I am happy with my child's experience at this school	44	57	30	39	3	4	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	46	48	6	0
Primary schools	6	47	40	7
Secondary schools	12	39	38	11
Sixth forms	13	42	41	3
Special schools	28	49	19	4
Pupil referral units	14	45	31	10
All schools	10	46	37	7

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 2010 to 31 December 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 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">■ 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.



18 May 2011

Dear Pupils

Inspection of Reepham Primary School, Reepham, Norwich, NR10 4JP

Thank you for making us very welcome when we came to visit your school recently. You told us that you enjoy coming to school because there is a lot to interest you and make learning enjoyable. You said you felt safe in school as the adults help you if you have any worries. You also said you knew a lot about how to keep safe when you are working on the internet. In your questionnaires, some of you said that you do not have healthy lifestyles, but we disagree. You have many chances to be active at break and lunchtime and take part in lots of sporting activities. Many of you enjoy the new and nutritious lunches at lunchtime and make healthy choices.

You go to a good school and with your help the adults can make it even better. Your teachers have used lots of good ideas, including visits from famous authors, to help you do really well in English. They are now looking at ways to help you improve your skills in mathematics. Children in the Early Years Foundation Stage make a wonderful and exciting start to school. They learn many things that will help them in the future. You know a lot about life in other countries and the Eco-council is helping you and the local community to understand the importance of recycling.

To help you all do as well as you can, we have asked the teachers to make sure that they give you work that challenges you but is not too difficult. Also, we have asked them to make sure that you all have the advice and resources you need to help you with your work, especially in mathematics. The younger children have many chances to work as a team, solve problems, organise activities and contribute to decisions about what they are learning. We would like those of you in Years 3 to 6 to have the same opportunities and be able to have a say in how the school might be improved. We know you will help as you have many good ideas and want to do your best.

Yours sincerely

Katherine Beck

Lead inspector

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