

Somerleyton Primary School

Inspection report

Unique Reference Number	124608
Local Authority	Suffolk
Inspection number	380933
Inspection dates	13–14 September 2011
Reporting inspector	Jackie Cousins

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	41
Appropriate authority	The governing body
Chair	Jill Joscelyne (Acting Chair)
Headteacher	Nyree Martin
Date of previous school inspection	6 November 2008
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Introduction

This inspection was carried out by one additional inspector. The inspector visited 10 lessons and observed all five teachers who were teaching during the inspection. Meetings were held with the acting headteacher and members of the governing body. The inspector talked to two groups of pupils with representatives from Reception to Year 6. The school's work was observed and its documentation scrutinised, including policies relating to safeguarding and risk assessment. An analysis was made of school data on pupils' attainment and progress, and the inspector looked at pupils' work in books and on display. The inspector analysed completed questionnaires from staff and pupils, as well as 24 from parents and carers.

The inspector reviewed many aspects of the school's work. She looked in detail at a number of key areas.

- The achievement of boys in mathematics and writing in all key stages was examined to determine whether teaching is sufficiently challenging.
- The achievement of pupils with special educational needs and/or disabilities was analysed to establish whether they are well supported.
- The use of pupils' targets was explored to see how well they understand what to do to improve their work.
- The use of monitoring by leaders was scrutinised to ascertain whether the drive for improvement is measured carefully enough.

Information about the school

Somerleyton Primary School is a much smaller-than-average sized school. Almost all pupils are White British. Almost none are from minority ethnic groups or speak English as an additional language. The proportion of pupils with special educational needs and/or disabilities is below average. Very few pupils are known to be eligible for free school meals. This is the first year that the school has taken pupils up to Year 6. In the past they transferred to the next stage of education at the end of Year 4. The acting headteacher joined the school on 1 September 2011. The school has the Activemark award for sports.

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?**3****The school's capacity for sustained improvement****3**

Main findings

Somerleyton Primary is a satisfactory school. It has good features. Relationships between pupils and with staff are a real strength of the school. This is because senior leaders and staff treat every child as an individual. Care for all pupils is effective and so they settle quickly and behave well. Older pupils thoughtfully look after younger ones and pupil 'play leaders' encourage everyone to take part in activities at break times. Pupils contribute to the community effectively; for example, they successfully made sculptures of trees for the recent flower festival in the village.

A sound curriculum has been developed. Pupils enjoy many aspects of school work. One pupil summed up others' views when she said, 'I like writing and reading because you learn to describe interesting things like pictures.' The pupils value design and technology projects where they made a Jack in the Box which allowed them to apply skills methodically from several subjects. They enjoy the physical education sessions where they learn to swim and play cricket or football. They appreciate the 'wake and shake' and after-school activities. This enables them to develop healthy lifestyles well.

Pupils achieve well in reading and their attainment is above national measures by Year 6. Overall they make satisfactory progress in their learning and so their attainment is in line with national expectations, especially in writing and mathematics. Pupils achieve suitably because teaching is satisfactory. Teaching uses practical activities effectively and so pupils' basic skills are supported appropriately. Occasionally, teachers do not share assessment criteria clearly for different groups of pupils. This means that a few pupils are not always challenged fully in lessons. Pupils have started to evaluate their successes for themselves but this is not fully developed and so a few do not know how they can reach higher levels of attainment. Pupils' targets for improvement are not shared with parents and carers regularly enough and so a few parents and carers do not feel the school helps them to support their children's learning fully.

A temporary senior leadership team is working carefully to drive improvements for the whole school. The acting headteacher and senior teacher have quickly formed an effective and strong team. They are supported ably by all staff. Safeguarding is good resulting in pupils feeling safe in school. Self-evaluation is sound and so the school has a satisfactory capacity for sustained improvement. A significant improvement since the last inspection is pupils' attainment in reading. The school's leadership has focused well on pupils' attendance which is now high. Monitoring of teaching and

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learning does not always rigorously follow up on action points set for teachers and so the development of their skills does not always help pupils to make better than expected progress each term. Occasionally, pupils' progress meetings do not record the strategies that staff will use to support pupils' learning. This means that it is not easy to review how effective these have been at the next pupils' progress meeting. The governing body works keenly to support the school but a few members are not well informed about the attainment of pupils in each year group. This means that they do not have a deep enough understanding of how the school is working to increase the attainment of different groups of pupils, especially in writing and mathematics.

Up to 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

What does the school need to do to improve further?

- Raise attainment by Year 6 in writing and mathematics by:
 - making sure pupils' progress meetings are recorded in detail
 - ensuring parents and carers receive information about pupils' targets and learning at least every term
 - making sure governors monitor pupils' attainment and progress in all year groups fully as a result of information given to them by the senior leadership team.
- Improve the quality of teaching and learning by:
 - ensuring assessment criteria are shared with different groups of pupils each lesson so that they develop their self-evaluation skills successfully
 - making certain that action points given to teachers are followed up quickly to make sure they are acted on productively.

Outcomes for individuals and groups of pupils

3

Boys and girls achieve similarly due to the use of resources which interest all pupils. Pupils' attainment in writing and mathematics is lower than reading because they make less progress in these subjects. In a mathematics lesson observed, older pupils in Years 4 to 6 read mathematical problems and decided which pieces of information were important due to the effective levels of teacher expertise. Work in Year 6 pupils' books demonstrates that they use some daring pieces of vocabulary successfully as well as punctuation because imaginative topics allow them to write stories about a polar bear, for example, in exciting ways. More-able pupils achieve adequately in relation to their capabilities. For instance, in a science lesson seen, pupils demonstrated that they understood the properties of a gas due to good use of practical activities. Pupils with special educational needs and/or disabilities make similar progress to others. This is because individual education plans are consistently

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used to support pupils' learning.

Pupils in Year 2 achieve satisfactorily and so attainment is broadly average in reading and mathematics but it is below average in writing. In a lesson observed, Year 1 pupils learnt to use addition when adding one-digit numbers together. They learn to read adequately because letter sounds are taught regularly. Pupils who speak English as an additional language achieve satisfactorily because language development is promoted astutely by staff.

Pupils' spiritual development is good. For example, pupils learnt effectively about people who lived in the Tudor times, due to the sound use of historical projects. They reflected thoughtfully about how peoples' lives were different in the past. Pupils learn successfully about peoples' different faiths, beliefs and cultures. For example, they enjoyed learning about Diwali and making candle holders. Pupils' attendance is high and with their satisfactory literacy and numeracy skills, they are suitably prepared for the next stage of their education.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account:	
Pupils' attainment ¹	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
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	3
Taking into account:	
Pupils' attendance ¹	1
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

The best teaching promotes pupils' skills of independence and so they learn successful methods of establishing what are the key pieces of information in any challenge set. In a good lesson observed, Year 4 to 6 pupils made effective progress because the teacher explained to them how they could discard irrelevant information successfully. This enabled pupils to learn to solve problems efficiently. On-going

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

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assessment is used satisfactorily. Occasionally, a few teachers do not use assessment activities in lessons to extend pupils' learning and enable them to work at higher levels of attainment. Pupils' personal targets, especially for writing and mathematics, are not regularly discussed in lessons and so pupils are not very knowledgeable about how to achieve their next step in learning. Teaching assistants ensure that pupils of different abilities are supported appropriately in lessons.

The curriculum promotes pupils' key skills satisfactorily in literacy, numeracy, science and information and communication technology (ICT). The school has worked diligently to plan stimulating projects which develop more than one skill at once. Pupils learn to sing and play musical instruments because resources are used wisely. Year 4 to 6 pupils learn to play the tenor horn and recently they successfully performed at a local musical festival. These older pupils also learn to speak French enthusiastically through weekly lessons with a specialist teacher. Displays around the school celebrate pupils' achievements thoughtfully, especially in art.

One pupil summed up her thoughts when she said, 'I like the teachers.' The pupils say they are well cared for and have someone they could go to if they had a problem. The school has created a welcoming environment where pupils settle in quickly whether they join in Reception or in any other year group. Highly effective procedures are in place to encourage pupils to come to school every day and they appreciate the certificates given for good attendance. Pupils feel issues with pupils' behaviour are handled efficiently and this helps them to get on well with others. They know successfully about how to keep themselves safe on the internet because of good levels of staff guidance. All pupils' pastoral care, including for those with special educational needs and/or disabilities, is effectively supported by staff.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	3
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The acting headteacher, senior leaders and staff are working together astutely as a team and so the school is beginning to improve pupils' attainment and progress in writing and mathematics. The development plan is a valuable document which is assisting senior leaders to drive improvement and embed ambition, but criteria against which the school's success is measured are broad. The school promotes equal opportunities to learning and tackles discrimination satisfactorily, because it monitors pupils' attainment in English and mathematics and the participation of different groups of pupils. Termly meetings are held with class teachers to consider

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whether pupils have made enough progress. Occasionally, records do not outline what specifically makes pupils' progress better than satisfactory. Observations of teaching are carried out regularly and areas for development are identified carefully, but no record is made of when and how improvements have been made. Good partnerships with other agencies, specialists and schools mean that all pupils well-being and learning, including those whose circumstances may make them more vulnerable, are supported successfully.

The work of the governing body is satisfactory and it supports the school in raising pupils' attainment. Members regularly visit the school and monitor provision. A small number of governors do not have a deep enough understanding of how well boys and girls are attaining in different year groups. This means they are not fully aware of what the school is doing to improve outcomes for pupils. Governors ensure that pupils are safeguarded well. For example, thorough risk assessments are completed for swimming activities not on the school site, all staff checks are carried out and recorded rigorously, and child protection training is regularly updated.

Community cohesion is promoted effectively and the school is a cohesive community where pupils from a range of ethnic backgrounds get on well with one another. The local community is supported well in many ventures. For example, pupils were involved successfully in the summer fete which was attended by many people from the immediate locality and further afield. Pupils wrote to children in Nepal and learnt about the differences between their lives. The pupils keenly take part in local sports events and learning activities with other schools as a result of support from school leaders. They are knowledgeable about the consequences of not looking after the world's environment. For example, older pupils discuss effectively the importance of adding compost to the ground to help tomato plants grow.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
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	3
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	3

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Early Years Foundation Stage

Children settle quickly into school life because induction arrangements are good. Their personal development, independence and behaviour are well developed due to effective levels of care from staff. Their welfare needs are supported astutely and at least one person has a first aid qualification for children in the Early Years Foundation Stage. The children enter school with levels of skill and expertise which are in line with expectations. They progress satisfactorily and so their attainment is average, especially in communication, language and literacy by the end of the Reception Year.

The Early Years Foundation Stage is led satisfactorily and so sound improvements have taken place since the last inspection. The outside area and its use have been improved thoughtfully. Children often develop their basic skills in the outside area. For example, they learn to count reliably to six and ten because resources are used imaginatively in the outside area by staff. Pupils have an appropriate mix of adult-led and child-selected activities. Children's progress is monitored carefully, but occasionally records do not show whether children have made expected progress in key areas of learning.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	3
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

Views of parents and carers

The number of questionnaires returned by parents and carers was relatively high. A good partnership with parents and carers is evidenced through the responses that were received. Parents and carers express a high level of satisfaction with their children's enjoyment of school and the way they are kept safe. A few parents and carers wrote comments on the questionnaires saying they felt the school did not share pupils' targets with them often enough and so they do not feel well informed about how to support their children's learning. The inspector investigated these concerns and has included them in the areas for improvement because these aspects are not fully developed.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Somerleyton 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 inspector received 24 completed questionnaires by the end of the on-site inspection. In total, there are 41 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	14	58	10	42	0	0	0	0
The school keeps my child safe	15	62	9	38	0	0	0	0
The school informs me about my child's progress	14	58	10	42	0	0	0	0
My child is making enough progress at this school	9	38	15	62	0	0	0	0
The teaching is good at this school	11	46	13	54	0	0	0	0
The school helps me to support my child's learning	11	46	11	46	2	8	0	0
The school helps my child to have a healthy lifestyle	13	54	11	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)	6	25	16	67	0	0	0	0
The school meets my child's particular needs	10	42	12	50	0	0	0	0
The school deals effectively with unacceptable behaviour	9	38	13	54	2	8	0	0
The school takes account of my suggestions and concerns	10	42	12	50	2	8	0	0
The school is led and managed effectively	6	25	16	67	2	8	0	0
Overall, I am happy with my child's experience at this school	14	58	10	42	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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

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 08 April 2011 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.



15 September 2011

Dear Pupils

Inspection of Somerleyton Primary School, Lowestoft, NR32 5PT

Thank you for helping me to find out about your school. It was a pleasure to speak to some of you in lessons or talk to you in a small group and hear your views. Your school provides you with a satisfactory education. You told me that yours is a happy and welcoming school. I and your parents and carers agree. These are some of the best things about your school.

- You behave well in school due to the fact that staff guide you thoughtfully.
- You come to school regularly and your attendance is high.
- You told me, and I agree, how much you enjoy school and like many topics you study in literacy, numeracy, science, history and physical education.
- You contribute to the community effectively and you told me how proud you were of the sculptures and paintings you created for the local flower festival.
- You feel safe in school because staff work carefully to look after you.
- You know how to keep yourselves healthy and most of you eat fruit and vegetables regularly in school.

I have asked your school to look at how it can make things even better by making the following improvements.

- I have asked the school's leaders to make sure your attainment rises by the end of Year 6 in writing and mathematics.
- I have asked your teachers to discuss with you how successful you have been in each lesson so that you understand more fully how to improve your work.
- I have also asked that your parents and carers are given your personal targets at least once a term so that they know how to help you learn even more.
- I have asked governors to keep a closer eye on the progress being made by each year group at the school.

Continue to listen carefully to staff comments and enjoy all the things you are learning at Somerleyton Primary School.

Yours sincerely

Jackie Cousins
Lead inspector

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