

# Flitcham Voluntary Aided Church of England Primary School

## Inspection report

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|--------------------------------|-----------------|
| <b>Unique reference number</b> | 121133          |
| <b>Local authority</b>         | Norfolk         |
| <b>Inspection number</b>       | 380175          |
| <b>Inspection dates</b>        | 30–31 May 2012  |
| <b>Lead inspector</b>          | Andrew Saunders |

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>                     | Voluntary aided                                    |
| <b>Age range of pupils</b>                 | 4–11                                               |
| <b>Gender of pupils</b>                    | Mixed                                              |
| <b>Number of pupils on the school roll</b> | 52                                                 |
| <b>Appropriate authority</b>               | The governing body                                 |
| <b>Chair</b>                               | Alan Docking                                       |
| <b>Headteacher</b>                         | Angela Eden                                        |
| <b>Date of previous school inspection</b>  | 6 November 2008                                    |
| <b>School address</b>                      | Church Road<br>Flitcham<br>King's Lynn<br>PE31 6BU |
| <b>Telephone number</b>                    | 01485 600383                                       |
| <b>Fax number</b>                          | 01485 600170                                       |
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|                           |                |
|---------------------------|----------------|
| <b>Age group</b>          | 4–11           |
| <b>Inspection date(s)</b> | 30–31 May 2012 |
| <b>Inspection number</b>  | 380175         |



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## Introduction

Inspection team

Andrew Saunders

Additional Inspector

This inspection was carried out with two days' notice. The inspector observed eight lessons or parts of lessons taught by three teachers; observations totaled four and a half hours. The inspector took account of the responses to the 30 questionnaires returned by parents and carers, as well as those completed by pupils and staff. He observed the school's work and looked at: pupils' work; the school's analysis of data about the performance of pupils; the school's self evaluation, including the quality of teaching and learning; policies and procedures; and minutes from meetings. The inspector held meetings with pupils, teachers and members of the governing body, and spoke to pupils and parents and carers informally.

## Information about the school

This is a small school in a rural village. There are three classes: one for the Early Years Foundation Stage, Year 1 and 2 pupils; one for Year 3 and 4 pupils; and one for Year 5 and 6 pupils. During many afternoons, all of Key Stage 2 work together. The proportion of pupils who are known to be eligible for free school meals is below average. Almost all pupils are White British. The proportion of disabled pupils and those with special educational needs, including those on school action plus or with statements of special educational needs, is below average. The school meets the government's current floor standard which sets minimum expectations for the attainment and progress of pupils.

## Inspection judgements

|                                       |          |
|---------------------------------------|----------|
| <b>Overall effectiveness</b>          | <b>1</b> |
| <b>Achievement of pupils</b>          | <b>1</b> |
| <b>Quality of teaching</b>            | <b>1</b> |
| <b>Behaviour and safety of pupils</b> | <b>1</b> |
| <b>Leadership and management</b>      | <b>1</b> |

## Key findings

- This is an outstanding school because highly effective teaching ensures that pupils make rapid progress so that their achievement is outstanding. Since the last inspection, the headteacher and her staff have relentlessly pursued ongoing improvements in the use of assessment, planning, communication with parents and carers and the use of resources for younger pupils.
- Attainment has risen and is above average, impressively so in reading and mathematics. While above average, attainment in writing is not quite as high. Overall, pupils make outstanding progress from their starting points. Disabled pupils and those with special educational needs are given support and work which is closely tailored to their needs and they, too, make impressive progress.
- Teaching is almost always outstanding and is never less than good. Teachers know the pupils very well and plan innovative approaches to meet each individual's needs, challenging and supporting them effectively. Together, the teachers vigorously develop their own skills and knowledge to ensure that learning is highly effective.
- Behaviour and safety are outstanding. Pupils love learning. Their highly positive attitudes are a very significant factor in their success; they show great determination to help each other produce their very best work. Younger and older pupils regularly work together on whole-school projects and this demonstrates how well they get along with each other.
- Leadership and management are outstanding. The headteacher has developed an excellent vision to provide pupils with the best possible learning opportunities, and leadership is well shared among the teachers. They all participate in identifying best practice and driving further improvements. The excellent relationships between staff, and with pupils, make this a highly positive community in which to work and learn. The exceptional links with the local community and church, along with opportunities for music, art and dance, strongly support pupils' spiritual, moral, social and cultural development.

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

- Raise attainment in writing to match that in reading and mathematics, within a year, by ensuring that pupils respond to high quality comments in their books.

## Main report

### Achievement of pupils

Observations during the inspection showed that pupils make outstanding progress in most lessons because they are given ambitious targets to aim for, and work which is closely matched to their abilities. Many pupils are working at levels well above those expected for their age, such as a Year 2 pupil who does his mathematics with Key Stage 2 pupils. Other pupils benefit from open-ended tasks allowing them to show the best they can do. Often they can choose for themselves the level of difficulty in the work they tackle and they show great aspiration in doing so. Work in books, discussions with pupils and the school's monitoring of learning show that this is typical.

When they join the school in Reception, children have skills and knowledge which are slightly below those expected for their age, particularly in reading and writing. However, they are keen and ready to learn, and this enables them to make an excellent start to their learning journey. Attainment at Key Stage 1 has remained consistently above average. At Key Stage 2, a dip in attainment has been addressed and has risen to above average at the end of Year 6. However, results in writing are not yet as high as in reading or mathematics. This is mainly because the pace of learning means there are missed opportunities for pupils to respond to the high quality comments teachers write in their books. All parents and carers who responded to the questionnaire agreed that their children are making particularly good progress.

The teaching of reading is very effective because staff share their expertise in understanding the linking of sounds and letters (phonics) and ensure there is a consistent, systematic approach. This informs pupils' work across the curriculum. Consequently, attainment in reading is above average at the end of Year 2 and at the end of Year 6. Disabled pupils and those with special educational needs are given highly-specific support to overcome their difficulties and they, too, make rapid progress. For example, excellent resources in Braille, alongside expert, sensitive adult support, ensure that pupils with sight impairment make outstanding progress and develop independence. Pupils with behavioural, emotional and social difficulties quickly settle into the cooperative ethos of the community and, with the mutual support of their peers, are helped to make a positive contribution.

### Quality of teaching

Teachers keep accurate records of pupils' performance and analyse these closely, within the context of each pupil's abilities and needs. They regularly review the ambitious targets set for pupils and plan challenging work. Lessons typically proceed

at a rapid pace, while including excellent opportunities for pupils' self-reflection and to celebrate their success. For example, groups of pupils particularly enjoyed producing posters for a timeline about events during the 60 years of the Queen's reign, working in mixed age groups and giving each other feedback. Close links with the church community and a strong emphasis on responsibility mean that teaching promotes well pupils' spiritual, moral, social and cultural development. Excellent relationships between teachers and pupils foster high aspirations and independence; pupils are encouraged to find and choose resources for themselves, and to discuss ways forward in their work. Confident teaching develops confident learners, able and willing to learn from their mistakes. However, pupils are not always expected to respond by correcting or improving their work in their books. Pupils of all ages and abilities ask probing questions and contribute ideas about what they should study because adults value their input. This is symptomatic of pupils' great curiosity about the world around them.

The curriculum is constantly updated and adjusted to reflect the interests and needs of the pupils, and uses realistic contexts from the world around them to develop literacy, numeracy and communication skills. The progression of skills is carefully planned, but not constrained by the year group of pupils. As a result, pupils progress at their own rate, accelerated where appropriate, and with additional support whenever it is needed.

### **Behaviour and safety of pupils**

Pupils are very polite towards adults, visitors and each other and go out of their way to help others. They demonstrate highly positive attitudes towards school and their learning; as a young pupil said spontaneously, 'School's the best!' Others spoke animatedly about the topics they study, and were particularly enthusiastic about the regular opportunities to work in mixed-aged groups, displaying great collaboration. All parents and carers agreed that behaviour is very good in the school. Pupils who join the school at other than the expected times quickly settle into the routines and expectations of the school, and pupils with behavioural, emotional and social difficulties are exceptionally well supported by the close teamwork of adults.

Pupils are well aware of their own and others' safety and show sensible attitudes towards assessing risk. For example, two younger pupils expressed considerable insight when discussing safety around cars on the roads. Pupils are also well informed about staying safe on the internet and are aware of the possibility of cyber-bullying, although they were adamant that, like other forms of bullying, it does not happen at their school. If any bullying were to occur, they are clear about what they need to do about it, and that it would be dealt with promptly and sensitively. Pupils enjoy using the school's facilities. Their attendance is above average, a symptom of their high regard for their school community and attitudes to learning. Staff and members of the community work together to provide extensive opportunities to enrich the curriculum, including the gardening club, opportunities to sing, dance and use the computers, and pupils speak highly of these.

### **Leadership and management**

Leaders have successfully achieved their stated vision to create a warm, inclusive and stimulating environment for all pupils, ensuring that they enjoy school and develop a love of learning. The headteacher is ambitious about the outcomes for every pupil and this is shared by all the staff, who take joint responsibility for identifying and bringing about improvements. Excellent teaching is modelled by the headteacher and all teachers persistently reflect on how to be even more effective, seeking out appropriate training where needed. They carefully analyse the performance of pupils, and together plan and implement tasks which keep up the momentum of learning. Topics typically start with a 'Wow' day, identifying what the pupils already know and what they want to learn, and conclude with a celebration of their new skills and knowledge. This focus on respecting the input of the pupils is a large factor in the enjoyment pupils' experience at school and their success in developing into confident young people, ready for the next stage of their learning. Trips and visits are carefully chosen to provide memorable learning experiences and enhance the curriculum, promote pupils' thinking and widen their view of the world around them. Excellent use is made of the surrounding community and opportunities, for example through the strong links with the church and the Sandringham estate.

Experiences for children in the Early Years Foundation Stage are carefully planned within the context of a mixed-aged class; they make excellent progress because of the high expectations and expert support of adults. The dedicated leadership means that this phase of the school is exceptional. The change of location for this class has been highly beneficial so that the outdoor area is now a natural extension of their rich learning environment.

Leadership of the school is further strengthened by the support of the members of the governing body, who have ensured that the school maintains a close focus on continuous improvement. Their clear grasp of the data and the performance of different groups of pupils help them to hold the school to account. They have ensured that procedures and arrangements for keeping pupils safe are robust and meet statutory requirements, and that all staff are fully aware of their responsibilities in this regard. The responsibility to promote equality and tackle discrimination is taken seriously by all staff and the members of the governing body; together, they help pupils to develop a good understanding of those who may be different to themselves. Pupils with disabilities and those with special educational needs are enabled to participate fully in the activities of the school, and the successes of all members of the community are celebrated. Excellent relationships between all pupils during break times are a further sign of the strong emphasis on building a positive community. The improvements since the last inspection, the relentless pursuit of even better outcomes for pupils, and the highly positive attitudes towards learning confirm that the school has exceptional capacity to continue delivering an impressive education for its pupils.

## 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      | 54                                                      | 42   | 2            | 2          |
| Primary schools      | 14                                                      | 49   | 32           | 6          |
| Secondary schools    | 20                                                      | 39   | 34           | 7          |
| Special schools      | 33                                                      | 45   | 20           | 3          |
| Pupil referral units | 9                                                       | 55   | 28           | 8          |
| All schools          | 16                                                      | 47   | 31           | 6          |

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September to 31 December 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data 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 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.



## Common terminology used by inspectors

|                            |                                                                                                                                                                                                               |
|----------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Achievement:               | the progress and success of a pupil in their learning and development taking account of their attainment.                                                                                                     |
| Attainment:                | the standard of the pupils' work shown by test and examination results and in lessons.                                                                                                                        |
| Attendance:                | the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.                                                                             |
| Behaviour:                 | how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.                                                           |
| Capacity to improve:       | the proven ability of the school to continue improving based on its self-evaluation and what the school has accomplished so far and on the quality of its systems to maintain improvement.                    |
| Floor standards:           | the national minimum expectation of attainment and progression measures.                                                                                                                                      |
| Leadership and management: | the contribution of all the staff with responsibilities, not just the governors and 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:     | inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.                                                                                    |
| 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. |
| Safety:                    | how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.             |

**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.**



1 June 2012

Dear Pupils

**Inspection of Flitcham Voluntary Aided Church of England Primary School, King's Lynn, PE31 6BU**

I thoroughly enjoyed talking to so many of you during my visit to your school. I was very impressed with the way you work together so well, and how much you enjoy learning. I looked at your lessons, your books and the information the teachers have about how well you are doing, and have judged that this is an outstanding school.

Many of you told me you think it is an excellent school and I could see how proud you are, particularly of the work that you have done. Your behaviour is excellent and your attendance is above average; congratulations on this! You help each other to learn, because you listen well to one another and ask good questions. The teachers make sure you get work that is challenging for you, and you told me that you like the topics you study. Much of the teaching is outstanding because teachers keep the lessons moving quickly and carefully watch and listen to how well you have understood. When they need to, they give you more help, or make the work harder if it is too easy.

Even though it is such a splendid school, the headteacher and other teachers want to keep making it even better. I have asked them to do one thing. This is to help you to do just as well in your writing as you do in your reading and mathematics by making sure you respond to the comments they make in your books.

You can help by checking your work and correcting the things teachers point out to you, or that you identify for yourselves. Above all, you should continue to play your part in making your school such an excellent place to learn and develop.

Yours sincerely

Andrew Saunders  
Lead inspector

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