

# Seething and Mundham Primary School

## Inspection report

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<b>Unique reference number</b>	120849
<b>Local authority</b>	Norfolk
<b>Inspection number</b>	380120
<b>Inspection dates</b>	21–22 June 2012
<b>Lead inspector</b>	Cheryl Thompson

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>	81
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Louise Wicks
<b>Headteacher</b>	Diane Appleby
<b>Date of previous school inspection</b>	9 January 2007
<b>School address</b>	Brook Road Seething Norwich NR15 1DJ
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<b>Age group</b>	4–11
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<b>Inspection number</b>	380120



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## Introduction

Inspection team

Cheryl Thompson

Additional Inspector

This inspection was carried out with two days' notice. Six lessons and a Forest School session for the older pupils were observed involving four teachers and a qualified Forest School practitioner. The work of teaching assistants and the special educational needs coordinator teaching small groups of pupils was also observed. The inspector heard a number of pupils read in Years 1, 2 and 6. Meetings were held with staff, members of the governing body and groups of pupils. The inspector observed the school's work, and looked at school self-evaluation documents, safeguarding documentation, data on pupils' progress and development planning. Responses from questionnaires completed by 54 parents and carers were analysed, as well as those from pupils and staff.

## Information about the school

This school is much smaller than the average-sized primary school and serves the village and surrounding area with around three quarters of the pupils living outside the school's immediate catchment area. The proportion of pupils supported at school action plus or with a statement of special educational needs is broadly average. The proportion of pupils known to be eligible for free school meals is well below average. The school has four classes: Reception and Year 1; Year 2; Years 3 and 4; and Years 5 and 6. Each class is taught by teachers in job-share arrangements. There are increasing numbers of pupils joining the school part of the way through their primary education. The school meets the current floor standards, which set the government's minimum expectations for pupils' attainment and progress. The school has Flagship Status and the silver award for the Food for Life Partnership.

Since the last inspection, the school has had a new headteacher and three new part-time teachers. In 2010, the school moved into a new school building.

## Inspection judgements

<b>Overall effectiveness</b>	<b>3</b>
<b>Achievement of pupils</b>	<b>3</b>
<b>Quality of teaching</b>	<b>3</b>
<b>Behaviour and safety of pupils</b>	<b>2</b>
<b>Leadership and management</b>	<b>3</b>

## Key findings

- This is a satisfactory school. It is not yet good because pupils' progress and the quality of teaching are not consistently good. While leadership and management are satisfactory, roles of middle managers are not sufficiently developed to promote improvement at a good rate. Schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.
- Achievement is satisfactory. All groups of pupils, including disabled pupils and those who have special educational needs, make satisfactory progress from their starting points. Pupils make most progress in the Reception Year, then again in Year 6. Attainment is above average at the end of Year 2 and Year 6.
- Pupils' attendance is consistently above average. Their behaviour is good overall and outstanding in Year 6. Pupils have very positive attitudes to learning whether it is in lessons or outdoor activities. Pupils feel safe because they have confidence in staff.
- Teaching is satisfactory. Teachers' planning is not precise enough to ensure pupils have a clear understanding of what they are meant to have learned by the end of the lesson or to ensure that more-able pupils are always challenged. The best practice is evident in the Reception class and Year 6 where pupils make good progress. Planning of specific work programmes for disabled pupils and those who have special educational needs does not always take sufficient note of advice from outside specialists.
- Leadership and management are satisfactory. The school has a good understanding of what needs to be improved. The management of teachers' performance is satisfactory but there is insufficient rigour and regularity in the monitoring of teaching to bring about improvements at a good rate. The curriculum promotes pupils' academic development satisfactorily and provides exceptionally good opportunities for their spiritual, moral, social and cultural development.

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

- Improve teaching and the use of assessment to a consistently good level and increase the rate of pupils' progress by:
  - ensuring teachers' planning always includes work to extend more-able pupils
  - making maximum use of assessments to plan more precisely for pupils of different abilities and making it clear to pupils what they are expected to have learned by the end of the lesson
  - acting on advice from specialist teachers when setting work plans for disabled pupils and those who have special educational needs.
- Improve the effectiveness of leadership and management at all levels in order to support good school improvement by:
  - sharpening the school's monitoring of the quality of teaching and pupils' learning so that it is regular and rigorous
  - ensuring subject leaders have regular opportunities to monitor the quality of teaching and learning
  - using the outcomes of monitoring to focus support, training and challenge for individual staff
  - ensuring the special educational needs co-ordinator monitors provision rigorously to ensure that pupils have specific and regular support
  - setting timescales for improvement so that the governing body can hold the school to account for progress towards these targets.

## **Main report**

### **Achievement of pupils**

Pupils' achievement is satisfactory and there are no significant differences in achievement between different groups of pupils whatever their ability or gender. These findings endorse the views of the great majority of parents and carers who consider their children are making good progress. Inspection findings show that progress is satisfactory overall with good progress in Reception and Year 6. Children's starting points on entry to Reception are generally in line with those expected for their age and, in some years, a little above in their independence and attitudes to learning. They make good progress as a result of good teaching and a curriculum which is matched to their abilities and aptitudes. Their progress is good in developing and using early literacy skills to begin reading and writing. Children are confident in their attempts to write what they want to say using their understanding of phonics (letter sounds) to help them. By the end of the Reception Year, children's attainment is usually above average.

Progress across Key Stage 1 is satisfactory; pupils' attainment in Year 2 is around one year ahead of pupils of a similar age in reading, writing and mathematics. The teaching of reading is well structured. Pupils have a good understanding of phonics which they use well to attempt to read or spell unfamiliar words. For example, Year 1 pupils applied themselves confidently to recording the ingredients for their spells using letter sounds they know to help them. The school places a good emphasis on ensuring pupils develop a good knowledge of basic literacy and numeracy skills such as handwriting and spelling and number bonds and multiplication tables. The reason that pupils do not make better than satisfactory progress is because teachers do not always plan suitably challenging activities to ensure pupils use these basic skills to best effect.

Satisfactory progress from the end of Key Stage 1 is sustained into Key Stage 2 and in Years 5 and 6, pupils respond well to more challenging teaching. The school's pupil progress tracking system shows that, this year, pupils in Year 6 have made good progress especially in mathematics. Attainment in Year 6 is above average in reading and writing, and well above in mathematics. Pupils joining the school part way through Key Stage 2 have also made good progress from their starting points this year. Pupils in the current Year 6 are very confident readers, able to discuss their favourite authors and their styles of writing.

Disabled pupils and those who have special educational needs make satisfactory progress. These pupils are known exceptionally well by staff so that the pastoral support for them is very strong. However, there is not always enough rigour applied to ensuring the advice of outside specialists is followed to ensure pupils have suitable resources and regular, knowledgeable support to promote good progress.

### **Quality of teaching**

Teaching is satisfactory. Teachers' plans usually include statements of what it is

pupils are expected to learn in the lesson. However, there is not always enough clarity in what it is pupils of different abilities are expected to learn. Consequently, planned tasks are not sharply focused to meet the needs of different groups and pupils do not always make the progress of which they are capable, particularly the more-able pupils. Where teaching is consistently good and sometimes outstanding, teachers make good use of their knowledge of what their pupils already know and understand to set demanding tasks; they use questioning very effectively to check on pupils' understanding and quickly adjust their teaching to maximise or consolidate learning. Teaching for disabled pupils or those with special educational needs is satisfactory. However, planning for the small number of pupils with high levels of difficulties lacks precision and their progress is not checked frequently enough to ensure secure progress.

A key strength of teaching is the excellent relationships in classes. In lessons, there is a strong focus on pupils collaborating. For example, in a Year 2 lesson, pupils set each other challenging tasks such as 'what is an hour and a half later than 2.15'. Pupils support each other and learn to make helpful comments. The process strongly supports their spiritual, moral, social and cultural development.

Almost all parents, carers and pupils consider that teaching is good; inspection findings show that the quality of teaching is variable and satisfactory overall.

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

Pupils' behaviour around the school and in lessons is good. The views of most pupils, and all parents and carers support this judgement. Pupils are kind and friendly to each other and to visitors. In lessons, pupils have positive attitudes and respect each other's views. Year 6 pupils' behaviour is outstanding; they take pride in working to the best of their abilities. They are mature and thoughtful young people. For their age, they demonstrate an impressive understanding and respect for religions and cultures other than their own. They know that culture influences how people choose to live their lives.

Pupils know about different types of bullying, such as what is meant by cyber- or racist-bullying. They are confident that there is no such bullying in the school and that should they have concerns, any member of staff will help them. They have an excellent idea of how to keep themselves and others safe through undertaking such training as cycle proficiency and also their Forest School activities. All parents and carers agree that their children are safe and looked after well at school.

The current children in Reception started school with very positive attitudes to school and have built on these. They know they need to take care of resources, consequently, they use 'netbooks' sensibly and when undertaking 'first aid' in their role-play hospital, share and use play equipment very responsibly. This good development of their personal qualities prepares them very well for the future.

Attendance is above average. Pupils thoroughly enjoy coming to school and all that it provides. All pupils spoken with rated Forest School as their number one favourite activity.

## Leadership and management

Since the headteacher's appointment in September 2009, she has overseen the building of the new school, reduced a significant budget deficit and appointed three new teachers. As a teaching headteacher, she has limited time for monitoring the work of the school, especially the quality of teaching which is made more difficult by each class having two or more teachers. Within the above context, there is a satisfactory capacity for further improvement. The school's self-evaluation is accurate. The headteacher and governing body know that pupils' progress and teachers' use of assessment need to improve. The capacity for bringing about improvement is not good because, as yet, subject leaders and the special educational needs coordinator, all of whom work part-time, have not had opportunities to develop their monitoring roles to include observing lessons, checking teachers' planning and taking responsibility for driving improvement in their areas.

The school tackles discrimination robustly and equality of opportunity is promoted satisfactorily because the school knows how well different groups of pupils are learning. The recently introduced pupil progress tracking system is being used increasingly effectively to hold teachers to account for their pupils' progress. For example, the setting of challenging targets for the current Year 6 pupils has had a good impact on their progress. The system has also facilitated the school closing a previous gap between the attainment and progress of boys and girls.

The curriculum meets pupils' academic needs satisfactorily. It is not yet good because there are not enough planned opportunities for pupils to extend their well-developed literacy and numeracy skills across a range of subjects. For example, Forest School planning does not always make explicit links to the science curriculum. However, the curriculum is enhanced significantly by an excellent range of visits, visitors and weekly Forest School activities. Pupils' spiritual, moral, social and cultural development is promoted exceptionally well through such opportunities as working together as a team for 'den building'. Pupils have a well-developed understanding of conservation through pond-dipping activities and recording the number of species in the Forest School site. Respect for others' beliefs is promoted very well through visits to places of worship and staff sharing their own cultural beliefs.

Links with parents and carers are good. They are valued for the part they play as co-educators of their children, for example, in helping with reading, homework and out-of-school activities.

The governing body is proud and supportive of the school and makes effective use of each member's particular strengths, such as finance. They ensure safeguarding systems follow recommended good practice and meet statutory requirements.



## 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	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.**



25 June 2012

Dear Pupils

**Inspection of Seething and Mundham Primary School, Norwich NR15 1DJ**

Thank you for welcoming me to your school and for sharing your thoughts and ideas. This helped me to decide that your school is providing you with a satisfactory education. These are some of its strengths.

- You say you enjoy school and feel happy and safe.
- You make satisfactory progress in your learning and attain above average standards in your reading, writing and mathematics.
- You enjoy your Forest School activities and your trips.
- Your headteacher and governing body know what needs to be done next to help improve your education.
- Children in the Reception class get off to a good start in their education.

There are some key areas where the school can improve.

- I have asked your teachers to make sure that when they organise your group work, they make sure they tell each group what they are expected to have learned by the end of the lesson.
- I have asked your headteacher to make sure she and your senior teachers check on your lessons regularly to make sure that teaching is always at least good and that your teachers set work to make you think hard.
- I have asked your headteacher to make sure that those of you who need a little extra help with your learning have the right sort of work to do.

You can all help your school to improve further by continuing to work hard.

Yours sincerely

Cheryl Thompson  
Lead inspector

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