

# St Andrew's CofE VA Primary School, Lopham

The Street, North Lopham, Diss, IP22 2LR

**Inspection dates** 25–26 October 2012

<b>Overall effectiveness</b>	Previous inspection:	Satisfactory	3
	This inspection:	<b>Good</b>	<b>2</b>
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- Standards of work are rising across the school and pupils achieve well. This is so particularly in reading and mathematics. Pupils are articulate and expressive in their speech and are good at giving reasons for their ideas and their thinking.
- Pupils behave well in and around the school and develop into responsible and thoughtful youngsters by the age of 11. They say they are 'like a family'. In lessons, pupils often become totally engrossed in their work.
- Teaching has improved and is good. Teachers provide interesting work, which involves pupils actively and which they enjoy.
- In lessons, teachers give pupils good opportunities to work things out for themselves. This helps them to develop their initiative and self-confidence.
- Children in the Early Years Foundation Stage are taught well and, consequently, make good progress. They enjoy the practical activities available both indoors and outside.
- The headteacher sets a positive tone and high expectations of pupils' achievements. Teaching is regularly checked and effective support provided for improvement.
- Governors are supportive, but also rigorously hold the school to account for its performance.
- The school has made significant progress since its last inspection and has the capacity to improve even more.

### It is not yet an outstanding school because

- Pupils' standards in writing lag a little behind those in their reading and mathematics.
- Teachers do not always set work that is at just the right level for all pupils.
- Written feedback to pupils, when their books are marked, does not identify clearly enough what they need to do to improve their work.

## Information about this inspection

- The inspector observed five lessons taught by three teachers; three lessons were observed jointly with the headteacher. In addition, the inspector paid a number of shorter visits to all classrooms.
- The inspector held discussions with the headteacher, subject leaders, the Chair of the Governing Body and a local authority officer.
- Discussions were also held with pupils, formally and informally, and some of them read to the inspector.
- The school's improvement plans, behaviour records, samples of pupils' work and records of their progress were looked at carefully.
- The inspection took account of 16 responses to the online questionnaire (Parent View) and six responses to the Ofsted questionnaire for staff.

## Inspection team

Gulshanbir Kayembe, Lead inspector

Additional Inspector

## Full report

### Information about this school

- The school is much smaller than the average primary school.
- Nearly all pupils are White British and speak English as their first language.
- A very small proportion of pupils are eligible for the pupil premium. This is additional funding based on the number of pupils known to be eligible for free school meals, those in the care of the local authority and those from families where a parent is in the armed services.
- The proportion of disabled pupils and those with special educational needs who are supported by school action is above average, as is the proportion supported by school action plus or with a statement of educational needs. Both latter proportions have come down from being well-above average last year. Some pupils have emotional and behavioural needs.
- A few pupils join or leave the school part-way through their primary education and, given the small number of pupils in the school, this can appear to be high proportionally.
- The school meets the government's current floor standards, which sets the minimum expectations for pupils' attainment and progress.
- Children in the Early Years Foundation Stage are taught in the same class as pupils in Years 1 and 2. At the time of the last inspection there was only one Key Stage 2 class. Now, there are two classes, a Year 3 and 4 class and a Year 5 and 6 class. These run during the mornings and over one afternoon. For the other four afternoons, pupils in Years 3 to 6 are taught in one class.
- The school is in a partnership with another voluntary-aided school locally. Both schools share the same headteacher, who took up the joint post about 18 months ago, and subject leaders. The schools have separate governing bodies.

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

- Accelerate pupils' progress in writing so as to raise the standard of their written work by:
  - providing more regular opportunities for pupils to practise their writing in different subjects
  - ensuring pupils make effective use of their knowledge of letter sounds to help them to spell difficult words correctly.
- Develop the quality of teaching further to make it consistently outstanding by:
  - making sure that work is always set at just the right level for each pupil in the lesson
  - developing marking so that written feedback provides clear guidance to pupils on what they need to do to improve
  - providing more frequent opportunities for pupils to assess one another's work.

## Inspection judgements

### The achievement of pupils is good

- When children begin in the Early Years Foundation Stage, their skills and knowledge are usually in line with what is typical for their ages. They make good progress and achieve well. In the last two years, children have attained above average standards by the end of their Reception year especially in their personal and social development. This is a good improvement from the time of the last inspection.
- Standards of work are also rising across the rest of the school and pupils' attainment is above average by the end of Year 6 in English and mathematics. Pupils in Key Stage 1 develop their reading skills well and make good use of their knowledge of the sounds that letters make to read unfamiliar words. They enjoy books and reading and talk animatedly about the events and characters they are reading about. Older pupils in Key Stage 2 also enjoy reading and are making good strides forward. Their rate of progress has speeded up so that the reading standards of pupils in the current Year 6 are above average.
- Though pupils are making reasonably good progress in writing, their attainment is not as high in this area of work as it is in others. Limited opportunities to write in other subjects restrict the extent to which pupils can improve their writing skills. In addition, pupils do not always use their knowledge of letter sounds as effectively to help them to spell words as they do to help them read. This situation applies especially to the more ambitious and interesting words they want to use in their writing.
- Pupils are confident users of mathematics. They have good skills in number work and are able to solve mathematical problems competently. Pupils of all abilities enjoy the subject.
- In lessons, pupils invariably make good progress. Able pupils flourish because they are given good opportunities through open-ended, investigative activities to explore ideas and extend their learning. Disabled pupils and those with special educational needs are learning well because of the precision with which the school is identifying their learning difficulties and providing expert help which sets work at the right level for them.
- The very small number from minority ethnic backgrounds, who speak English as an additional language are achieving well. This is because teachers include them well in lessons and provide individual support as necessary. Pupils who join the school late are helped to make good progress whatever their entry standards are because teachers are quick to judge what late entrants can do and, consequently, give them work well matched to their abilities.
- Pupils who receive support through pupil premium funding, though a very small number, are given extra attention and benefit from the extra class in Key Stage 2 which means that there are fewer pupils in each class and a narrower age range.
- Pupils' speaking skills are of a high standard. This helps them to explain their ideas and thinking well. When working in small groups or with a partner they communicate very effectively and this strengthens their learning. In a Key Stage 2 lesson where pupils were matching up authors to extracts from their books, they persuasively argued their case for linking the style of writing in each extract to the writing style of a particular author. Through these high-level discussions, pupils developed deeper understanding of different authors and learned to appreciate those they had not come across before.

**The quality of teaching is good**

- Teaching across the school is at least consistently good, and some is outstanding. Teachers provide pupils with a clear outline of what they are going to be learning. They put together activities thoughtfully so that these help pupils to achieve the desired learning. Where relevant, teachers make links between different subjects, for example, making use of computers in a mathematics lesson, hence developing information and communication technology skills as well as those in numeracy. However, they do not provide enough opportunities for pupils to write in different subjects.
- Pupils enjoy the demanding work that teachers give them and make good progress as a result. This situation also applies to the pupils who do not learn quickly. Teaching assistants are used well to give help to individual pupils, particularly to disabled pupils and those with special educational needs. This helps these pupils to get on well with the work they are set.
- The work that pupils are set is not always adapted enough for every individual in the mixed-age classes. However, teachers try hard to reach each individual. They question pupils effectively and make sure that they direct questions to include different groups in whole-class discussions. The questions are often carefully chosen to match the ability of the pupil being questioned. Teachers and teaching assistants are quick to see where additional help might be needed.
- Pupils' work is regularly marked and errors are highlighted and corrected. However, written feedback is less clear in telling pupils what they need to do to improve. Teachers also do not provide pupils with enough opportunities to assess one another's work and, hence, deepen their own understanding of the standards they need to work to.
- Children in the Early Years Foundation Stage are also well taught. Practical material resources of good quality enable them to be actively involved. They love having a go on the computer or practising their basketball skills. Adults work very effectively with children using questions to help them think through and extend their ideas. Consequently, children are confidently developing a good range of new skills.

**The behaviour and safety of pupils are good**

- Pupils' good attitudes to learning are reflected in their high attendance levels. They want to learn and improve their work. In lessons, pupils cooperate well with their teachers. Occasionally, some become a little over-excited and forget to listen. Nonetheless, they respond quickly to the teacher's request for attention. Pupils are proud of their achievements and this was clearly evident in the achievement assembly as those who had received awards went up to collect them brimming with pride in front of their families.
- Classrooms are businesslike and purposeful because pupils waste no time in getting down to work. Because they get on well with one another, work in small groups or with a partner is effective in helping pupils to learn from each other.
- Behaviour records show that there is little in the way of misbehaviour. Parents and pupils agree that behaviour in the school is good and older pupils say it has improved a lot over the last year or two. Teachers manage behaviour well and systems for rewarding good behaviour encourage pupils' cooperation. The small number of pupils with emotional and behavioural needs are making good improvements in managing their own behaviour.

- Pupils are adamant that there is no bullying. They say that sometimes pupils fall out but that teachers respond swiftly to help sort this out. Parents and carers agree that the school deals with bullying effectively should it arise.
- Pupils in Years 5 and 6 are enjoying the well-structured debates their teacher is promoting about racism and prejudiced behaviour, including homophobia. They feel they are becoming clearer about the subtleties of prejudice and how inappropriate language causes offence.
- Pupils new to the school, including any who have come from abroad, are fulsome in their praise of the school. They feel the warm atmosphere coupled with the friendliness of other pupils has helped them to settle in very quickly and feel part of the school community.
- The school looks after its pupils well and makes sure that they are safe and, again, parents and carers unanimously agree that this is the case. Pupils say that they feel safe.

### **The leadership and management** are good

- The headteacher provides good leadership and ensures the school is well managed. She has established effective teamwork among staff and commonly understood goals. Key stakeholders, including parents and the local church, are valued partners. The sense of community within the school is strong.
- The school knows itself well and how good it is. It is also clear about the areas that need further development, such as pupils' writing. Pupils' ongoing progress, including that of different groups, is checked well and quick action taken where any begin to show signs of slower progress or development. A sharper and more precise approach to checking and supporting disabled pupils and those with special educational needs has resulted in some pupils coming off the school action stage. A few have moved up to the school action plus stage and are receiving more appropriate help, including from external providers.
- Partnership arrangements for leading and managing the school work well. Subject leaders benefit from working across both schools as they are able to draw from a wider range of practice and share the best ideas across both. Subject leaders are at various stages of development in their roles and those who are newer are receiving good coaching and support from more experienced colleagues.
- Good links between subjects are being formulated. This development coupled with a wide range of after-school clubs, visits and visitors promote pupils' personal development effectively.
- The leadership of teaching is good. Targets set for teachers to further develop their work are based on observations of their teaching and the progress their classes are making. Hence, targets are very individualised and personal to each teacher. Feedback to teachers is constructive and clearly sets out what they are doing well and what they need to do to make their teaching even better. Teachers are keen to receive feedback especially any pointers for improvement because they want to make their teaching outstanding.
- The local authority has worked closely with the school since the last inspection. It has provided various consultants to come in and work with staff and this has had a positive impact on the school's work. For example, an early years consultant has provided useful input that has led to the Reception areas becoming more creative and stimulating for children, and their development checked more thoroughly.

**■ The governance of the school:**

- Governors provide good oversight of the school. They are frequent visitors to the school, which gives them good opportunities to check at first-hand how well the school is progressing, and they vigorously seize these opportunities. Governors have a firm grip on data about pupils' progress. They use this, feedback from the headteacher's helpful reports and presentations from subject leaders to ask searching questions and hold the school to account for its performance. Governors make wise use of the school's finances, including linking pay rises to improvements in teaching. They decide carefully how the pupil premium is to be best used and check that it makes a difference to any individual pupil receiving the extra help, both in the progress made and personal development achieved. Governors make sure that any gaps in the achievement of different groups are closing rapidly. They ensure all requirements to keep pupils safe are met.

## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>



## School details

<b>Unique reference number</b>	121149
<b>Local authority</b>	Norfolk
<b>Inspection number</b>	406000

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

<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>	49
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Sue Savereux
<b>Headteacher</b>	Louise Norgate
<b>Date of previous school inspection</b>	20 January 2011
<b>Telephone number</b>	01379 687253
<b>Fax number</b>	01379 687253
<b>Email address</b>	office@st-andrews-pri.norfolk.sch.uk

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit [www.parentview.ofsted.gov.uk](http://www.parentview.ofsted.gov.uk), or look for the link on the main Ofsted website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2012

