

# Emneth Primary School

Hollycroft Road, Emneth, Wisbech, PE14 8AY

## Inspection dates

8–9 November 2012

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

## Summary of key findings for parents and pupils

### This is a school that requires improvement. It is not good because

- Younger pupils are not making enough progress in reading, writing or mathematics. Not enough reach the highest levels at Key Stage 1.
- The teaching of letters and sounds to younger pupils is not good enough to help them learn as quickly as they should.
- Attendance is not good enough because some parents keep pupils away from school for holidays.
- Until recently, leaders and governors have not had high enough expectations of pupils' progress.
- Leadership has not ensured that teachers leading different subjects provide enough support and advice to their colleagues so that teaching and achievement can improve.

### The school has the following strengths

- The teaching of the older pupils is often good and sometimes outstanding.
- This has improved pupils' achievement to the point where it is now at least in line with expectations when they leave.
- Pupils feel safe and behave well and conduct themselves sensibly in lessons and at playtime.
- The new headteacher and governors have formed a good partnership, which is helping to improve pupils' results.
- Other senior leaders are beginning to work more effectively to maintain and improve on the recent rise in standards.
- A large number of parents help in school every week.

## Information about this inspection

- Inspectors observed 14 lessons taught by seven teachers. Eight of these were joint observations with the headteacher and deputy headteacher. In addition, the inspection team made a number of other short visits to lessons.
- Meetings were held with a group of pupils, the headteacher, senior and middle leaders and the Chair and Vice-Chair of the Governing body.
- Inspectors took account of 14 responses to the on-line questionnaire (Parent View) in planning the inspection. They also reviewed a staff questionnaire.
- They observed the school's work and scrutinised a number of documents including data on the progress of pupil's, school improvement plans, subject development plans, the school budget, the minutes of governors meetings, records relating to behaviour, monitoring files and documents related to safeguarding and attendance.

## Inspection team

Duncan Ramsey, Lead inspector

Additional Inspector

Sally Lane

Additional Inspector

## Full report

### Information about this school

- This is an average sized primary school.
- An average proportion of pupils are eligible for the pupil premium, which provides additional funding for children in local authority care and pupils known to be eligible for free school meals.
- The proportion of pupils identified with special educational needs through school action is above average. The proportion of those supported by School Action Plus is above average
- The majority of pupils are White British with a small minority from Gipsy/Romany families.
- In 2012, the school exceeded the government's current floor standards, which set the minimum expectations for pupil's attainment and progress in English and Mathematics.
- The present headteacher has been in post for less than one term.

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

- Improve the quality of teaching so that it is consistently good by ensuring all teachers: -
  - have high expectations of what all pupils can achieve
  - regularly check on pupils learning during the lesson so that they can help pupils with any misunderstandings
  - improve marking by giving pupils opportunities to respond to comments made in their books
  - include more opportunities for independent working and practical activities in lessons
  - use information and communications technology (ICT) within the classroom to support and extend learning
- Ensure that pupils make good progress by the end of Key Stage 1 by: -
  - improving the way in which letters and sounds are taught and especially to the more able
  - involving pupils more in the assessment of their own learning.
  - continuing to work with parents to reduce the number of pupils who are absent during term time for holidays.
- Improve leadership and governance by:
  - training subject leaders in effective ways of observing lessons so they can help colleagues improve their teaching
  - ensuring subject leaders track the progress of pupils in their subjects accurately
  - building on the improvements already introduced to ensure governors know how the school is performing and regularly hold it to account for its effectiveness.

## Inspection judgements

### The achievement of pupils requires improvement

- Achievement is not good enough because not all pupils, particularly the younger ones, consistently make all the progress they are capable of.
- Children joining the reception class have skills and abilities that are in line with those typically seen for their age. Pupils go on to match national expectations by the time they leave but their progress as they move through the school does not always accelerate as it should.
- Younger pupils do not always understand the links between letters and sounds well enough and more able pupils do not consistently make enough progress. There has been a decline in standards in Key Stage 1 for the last two years and these pupils achieved below the national average in 2012.
- In contrast, older pupils' standards improved in reading, writing and mathematics this year. Results for English were broadly in line with national averages and above in mathematics. Reading, in particular, improves during Key Stage 2 so that by the time they reach their final year, pupils can read a wide variety of books confidently and enjoy talking about their favourite authors.
- Disabled pupils and those with special educational needs make better than expected progress. Those who are supported by the pupil premium often achieve very well by the time they leave because of the way the school supports them through the use of smaller group sizes and mentoring.
- The progress of Gipsy/Romany pupils is in line with the progress of other pupils in the school.

### The quality of teaching requires improvement

- Teaching is consistently good in Key Stage 2 but requires improvement in Reception and Key Stage 1 because children's progress does not accelerate as fast as it should.
- At Key Stage 2 teaching is predominantly good and sometimes outstanding. This is because there are high expectations for what pupils can achieve and of pupils' behaviour. Teachers plan the work carefully so that it enthuses and interests pupils. This is particularly the case in writing. In one class, pupils' use of language, when writing about fruit, was excellent and helped them think clearly about what they wanted to write. In another, outstanding teaching helped pupils to write extensively and to a high standard.
- Teaching in Key Stage 1 and Reception class is not as good as it is further up the school. Relationships are good and children enjoy the lessons but they are not always challenged sufficiently because teachers do not have high enough expectations of what can be achieved. Teachers do not always adapt the lessons in response to how much the children understand and this means that the pace of learning can slow.
- The teaching of disabled pupils and those with special educational needs is good because the class teachers and the special educational needs coordinator work closely to give pupils the right support to help them make good progress in their learning.

- The marking of pupil's work is not consistently good enough. Most books are marked but the quality of advice given to pupils varies considerably. In the best examples, teachers give developmental advice, pose questions for the pupils to think about and provide opportunities for pupils to respond to comments. In other classes marking is brief and pupils have no chance to respond to the marking.
- Information and communications technology (ICT) is not used sufficiently to support pupils' learning in class on an every day basis.

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

- Pupil's behaviour in lessons and around school is now good. The school insists pupils behave well at all times and this, together with a simplification of the school's systems of rewards and punishments has changed the atmosphere in the school. Pupil's, parents, staff and governors all commented on the improvements that have taken place throughout the last year.
- Pupils across the school are cared for well by staff. Relationships around school are positive and the pupils say they feel safe. They respond well to the positive encouragement they get from teachers and are enthusiastic and keen to learn throughout the school.
- Instances of all types of bullying are rare and the school keeps good records of all poor behaviour. These are analysed in order to see if there are any trends. Discussions with pupils show that they know what to do if they feel there is bullying and they say that the headteacher and class teachers take it seriously and deal with it firmly. Children learn about e-safety and cyber bullying.
- The school encourages pupils of all ages to take responsibility around school. In assembly, class and at playtime there are a range of opportunities such as operating the school projector system and helping the mid-day assistants at lunchtime.
- The reason why pupil's behaviour is not yet outstanding is because some pupils, particularly in younger classes are not given the guidance and support so that they know how to change class activities quickly. Lessons do not always fully engage pupils and so they can lose concentration. This slows the progress made in some lessons.
- Attendance overall is average but a small number of parents still do not cooperate with the school's attempts to reduce absence caused by families taking holidays in term time

### **The leadership and management requires improvement**

- Until recently, leadership and governors have not had high enough expectations of pupil's progress in Key Stage 1 and have not responded quickly enough to ensure rapid improvements are made. However, the new headteacher is already having a clear impact. She provides an excellent role model for staff with her attention to detail and high expectations. She has already fostered a good team spirit, with all staff now keen to improve their teaching and develop their skills and abilities.
- The headteacher rigorously monitors the quality of teaching and gives teachers clear guidance

on their performance. Leaders and governors now have a better understanding of the strengths and areas for development of the school and insist on improvement. They have drawn up a clear timetable to bring this about and use challenging targets to measure how well individual teachers and the school as a whole are making progress. Nonetheless, there has been insufficient time for these measures to improve teaching and achievement sufficiently and, whilst this is improving, this means the school does not yet offer all pupils the same opportunity to succeed.

- The headteacher's regular tracking of pupil progress and half termly meetings with every teacher mean that teachers' expectations of what pupils can do are now being raised and support is being given more quickly to those not making enough progress. However, the leadership of subject leaders still needs improvement because they carry out too few lesson observations and offer only limited guidance and support to other teachers.
- The local authority has provided good support for the school. It has helped it appoint a temporary headteacher at a difficult time for the school, worked with the governors to fill the permanent position with an excellent candidate and helped it eliminate teaching that was inadequate.
- A programme of professional development has been put in place to support teaching staff and non-teaching staff in order to improve the quality of the reception class and the progress in reading at Key Stage 1. However, these changes have not had time to have the impact the school is seeking so that some pupils' progress is still too slow.
- Teaching programmes ensure full coverage of all subjects but do not provide enough opportunities for pupils to learn about multi-cultural Britain or help pupils understand what it is like to live in the city. There is an extensive range of after school clubs and educational visits that are greatly appreciated by the children. Sport is an area of strength in the school, with a first place in a cross-country championship and third place in a football tournament being just two of the schools recent achievements.
- The funding from the pupil premium has been used to provide opportunities for small group working and individual support. This has been effective and ensured pupils who are eligible make better than expected progress.
- Overall, the school promotes pupils spiritual, moral and social development well through its comprehensive teaching programmes and strong links with the local community. Up to 30 parent helpers can be in school during any one week reflecting the real sense of partnership between most parents and the school.
- **The governance of the school:**
  - Until recently the governors have not challenged the school sufficiently in order to deal with the decline in standards at Key Stage 1. The present Chair and Vice-Chair of governors have formed an effective partnership with the head that provides a good balance between challenge and support. Governors have now received training that has helped them make a better check on standards and teaching. They make regular visits to school to watch teaching, look at pupil's work and observe behaviour. Minutes of governors' meeting show that the governing body is now more prepared to challenge the school and that it is determined to move the school forward. Governors know how the pupil premium is being used and how effective it is in supporting pupil's progress. They have a good understanding of where teaching is strong and where it needs improving. The governing body now takes much more responsibility for ensuring the school's safeguarding responsibilities are met in full and that when teachers are promoted or rewarded through the pay progression system, this is

directly linked to their performance.

## 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>	120870
<b>Local authority</b>	Norfolk
<b>Inspection number</b>	401974

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>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	190
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Melanie Hilton
<b>Headteacher</b>	Alison Townsend
<b>Date of previous school inspection</b>	15th March 2010
<b>Telephone number</b>	01945 583885
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