

# West Raynham Church of England Primary School

West Raynham, Fakenham, NR21 7HH

## Inspection dates

29–30 November 2012

<b>Overall effectiveness</b>	Previous inspection:	Outstanding	1
	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.

- Most teaching is good and some is outstanding. Teachers plan interesting lessons that pupils enjoy. Younger pupils engage in lots of practical activities, which help them learn successfully.
- Pupils have positive attitudes to learning, make good progress and achieve well. Pupils with special educational needs make good progress because staff understand their individual learning and personal needs, and give them good support.
- Most pupils read well, and reading standards are above average by the time they leave the school. Early reading skills are taught effectively in Reception and Key Stage 1.
- Behaviour is good and for some pupils it is outstanding. Pupils feel safe in school and they get on well together.
- Pupils' learning and progress are assessed regularly and tracked closely. The adults who work alongside teachers make a strong contribution towards helping any pupils who may have fallen behind to catch up.
- Leadership and management are good. The leadership of the headteacher is outstanding. It provides the drive and vision needed to sustain and build on the school's good performance.
- Leaders make well-organised and thorough checks on the quality of teaching and pupils' achievement.
- The school works well with its partner primary school by sharing staff expertise and combining subject-related activities and community events.

### It is not yet an outstanding school because

- In the lessons for older pupils, teachers sometimes do not move learning on fast enough, or match work precisely enough to the needs of everyone in the class.
- Standards and progress in mathematics, although improving, are not yet as good as they are in reading and writing.

## Information about this inspection

- The inspector observed teaching in each class and visited 10 lessons. Five observations were conducted jointly with the headteacher.
- The inspector had meetings with staff, pupils, and three members of the governing body, including the Chair and Vice-Chair. He met the assistant headteacher from the partner primary school to discuss developments in mathematics teaching. He also had a telephone conversation with a representative from the local authority.
- The inspector looked at a range of evidence including: the school's self-evaluation and development plans; attainment and progress data; teachers' planning; performance monitoring reports; and the school's safeguarding arrangements. He also observed pupils' behaviour and discussed this with pupils, looked at the work in pupils' books and heard pupils from Years 1 and 2 reading.
- The inspector took into account the 18 responses to the online questionnaire (Parent View) and the information on the views of parents provided by the school. He also met some parents informally at the end of the first day of the inspection.

## Inspection team

Rob McKeown, Lead inspector

Additional Inspector

# Full report

## Information about this school

- This school is smaller than the average-sized primary school, and pupils are taught in three mixed-age classes.
- Almost all pupils are White British and very few speak English as an additional language.
- The proportion of pupils 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, is about average.
- The proportion of disabled pupils and those who have special educational needs supported at school action is below average. The proportion supported at school action plus or with a statement of special educational needs is above average.
- The number of pupils has increased since the last inspection, and more now join or leave the school at different times in the year. There has also been an increase in the proportion of pupils whose circumstances may make them vulnerable or who may require support for their special educational needs.
- The school has been federated with nearby Sculthorpe Primary School since January 2011. It shares the same executive headteacher and governing body. Sculthorpe was not inspected at the same time as this school.
- In September 2011, the school was awarded Teaching School status for its work with experienced and trainee teachers. It also gained the Artsmark Gold award in 2011.
- The school's most recent validated results cannot be compared with the government's floor standards, which set the minimum standards for pupils' attainment and progress, because there were not enough pupils to make such comparisons meaningful.

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

- Raise attainment and boost achievement further in mathematics in Key Stage 2, so that results are in line with those in English, by:
  - going ahead with the planned changes to mathematics teaching, including the way calculation skills are taught
  - filling the gaps in older pupils' mental mathematics skills
  - making sure that leaders observe mathematics lessons regularly to check that the teaching of mathematics is always good.
- Strengthen the quality of teaching to outstanding by:
  - speeding up the pace of learning and allocating enough time in lessons for pupils to work independently and complete tasks successfully
  - ensuring that teachers always match and adapt tasks to fit the abilities of every pupil in their classes.

## Inspection judgements

### The achievement of pupils

**is good**

- Children start school in Reception with a wide range of skills and abilities, and the overall attainment of each year group starting school varies appreciably from year to year. The standards pupils reach by the time they leave the school in Year 6 represent good progress from their individual starting points. Almost all parents who completed the online questionnaire agree with this.
- Pupils in the Reception and Key Stage 1 class enjoy their learning and make good progress in reading, writing and mathematics. The lessons prepared for them focus well on the development of their communication, literacy and numeracy skills. There are also many opportunities for learning through carrying out practical activities and investigations, and this builds pupils' independence, confidence and understanding.
- Progress in the Key Stage 2 classes is good overall but the school's tracking information show it is better in reading and writing than in mathematics. Improving progress in mathematics has been, and still is, a priority. The work in pupils' books in Years 3 and 4 shows a much stronger emphasis on written calculation skills. However, some of the oldest pupils still have gaps to fill and are not as quick or as confident as they might be in using their mental calculation skills.
- The school tracks pupils' attainment and progress meticulously. Any slowing down in progress is picked up quickly and additional teaching support is given to pupils to help them catch up. Disabled pupils and those who have special educational needs make good and sometimes better progress because their learning needs are assessed accurately and the good support they receive is right for them.
- The school uses its pupil premium funding well to provide additional dedicated teaching time and extra activities for pupils who are eligible to receive it. This ensures that these pupils make similar progress to other pupils. Pupils who join the school from other schools through the year and the few who speak English as an additional language also benefit from good support and make good progress.
- Most pupils leave the school with good reading skills. They get a good start with learning to read in the Reception and Key Stage 1 class, where a well-taught daily lesson focuses on learning the sounds that letters make. They use this knowledge well when they try to read unfamiliar words, and in spelling the words they wish to include in their writing.

### The quality of teaching

**is good**

- Pupils receive mostly good and sometimes outstanding teaching. Good teaching was seen in all classes during the inspection. Most of the teaching meets pupils' learning needs well and helps them gain good knowledge and understanding.
- Outstanding teaching was seen in the Reception and Key Stage 1 class, where pupils were completely engrossed in their learning and making rapid progress. The school's records of the teaching observed by the headteacher indicate that it is typically good, and occasionally outstanding, in the other two classes.
- In the best lessons, teachers make it clear what pupils will be learning and provide suitable tasks that are precisely matched to pupils' differing ability levels. They carefully select practical

resources that help pupils learn effectively. For example, pupils in Years 1 and 2 were gaining a good understanding of division by sharing and grouping objects successfully before writing number sentences.

- Pupils are also encouraged to talk about their learning and this helps them organise their ideas before they start recording. A writing lesson seen in Year 3 and 4 started with pupils preparing and asking questions of other pupils who took the roles of characters in a traditional tale. Effective teaching across a range of subjects supports pupils' good spiritual, moral, social and cultural development.
- The most effective teaching also provides pupils with opportunities to work independently and cooperatively for a sustained period. Good questions are asked by teachers to assess pupils' understanding, and pupils' success in learning is checked while they are completing their tasks. Pupils' books are marked regularly and teachers use a consistent approach to evaluating what pupils did well and what could be improved.
- When the teaching is less effective, the pace of learning is not fast enough, pupils do not get enough time to complete work independently and the tasks that they do are not quite right for all the different abilities in a class.
- The good contribution made by the adults who work alongside teachers helps to boost pupils' achievement, particularly for disabled pupils and those who have special educational needs. Several pupils receive good individual support or work successfully together with an adult to improve their reading, writing and mathematics skills.

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

- Pupils' behaviour in lessons is good. Pupils are polite and friendly, have positive attitudes to learning, and cooperate well when they work together in small groups. There are clear guidelines for staff for managing any behaviour that falls below the school's high expectations. These are applied well on the few occasions when individual pupils need reminding about what is expected.
- A small number of pupils with more challenging behaviour have joined the school since the last inspection, sometimes because they have not settled well in their previous school. The behaviour of these pupils is managed well and the school can show how it has improved over time. The other adults who work in the school provide a significant contribution towards supporting behaviour, and boosting pupils' confidence and self-esteem.
- Behaviour beyond lessons is also good and helped, especially for younger pupils, by having a range of equipment to play with during break times. Relationships between adults and children are good. Staff provide excellent role models for the youngest children, which helps them to develop good personal and social skills.
- Pupils say they are happy in school and feel safe when they are there. Parents who responded to the online questionnaire agree with this. Year 6 pupils have a good knowledge of the different forms of bullying, including those that involve prejudice, and they know about how to use the internet safely. They also take part in a useful personal safety workshop in which they learn about keeping themselves safe beyond school and how to assess risk.
- Assemblies and the themes that teachers follow up in personal, social and health education lessons help develop pupils' understanding of relationships and personal qualities. Older pupils

take responsibility for supporting others by acting as school 'advocates' and through meeting with members of the governing body to organise school and community events.

- Attendance is above average and very few pupils have too much time away from school. The school keeps a close check on the attendance of individual pupils and follows up any incidents of prolonged or unexpected absence. Rewards are also given to pupils who have high levels of attendance.

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

- The executive headteacher provides energetic and purposeful leadership. A strong contribution is made by the assistant headteacher who shares the management responsibilities, including the effective organisation of the support for pupils with special educational needs. Teamwork among staff is good and all play their part in helping to sustain the school's good performance. Staff ensure that there is no discrimination, and that all pupils have an equal chance to succeed.
- Leaders know how well the school is doing and they have an accurate view of its overall effectiveness. They know what needs improving, for example pupils reaching higher standards and making more progress in mathematics, and they draw up clearly defined plans to secure improvements. Pupils' progress is tracked thoroughly and the individual progress of every pupil is analysed and discussed with their teachers each term. A close check is kept on the progress of disabled pupils and those who have special educational needs, and on the impact of the additional funding for pupils eligible for the pupil premium.
- Lessons are observed regularly and the quality of teaching is evaluated and discussed. Performance targets are set with teachers and other adults, and these include how well pupils achieve in their groups and classes. There are also targets set for the contributions teachers make in their subject leadership roles and towards the identified school improvement priorities. Good support through training and guidance helps staff to become more effective.
- The effectiveness of leadership and management is enhanced by the close working relationship with the partner primary school. The schools share subject leadership responsibilities and this has strengthened the leadership of mathematics at this school. There are also advantages for staff and pupils when the schools collaborate on curriculum theme weeks, and in sporting and creative arts activities. These contribute well to the school achieving good value for money.
- Good improvements have been made to the teaching accommodation for younger pupils since the last inspection. The school has also developed its partnerships with other local schools by leading courses on effective teaching and through supporting the training of prospective teachers. This work is backed by the local authority, which also uses the headteacher's leadership skills to support other local schools.
- Partnerships with most parents are good. Stronger links have been developed in the last year to try and involve parents more in their children's learning. Parent forums have also been introduced to give parents the chance to discuss their views of the school and what they would like to see improved.
- **The governance of the school:**
  - Governance is good. The governing body provides the headteacher and staff with good support. Governors keep a close check on the school's finances, including how the school spends the money it gets for those pupils eligible for additional funding. They ensure the school's safeguarding procedures meet national requirements. Governors also carry out an

annual appraisal of the headteacher's performance and set targets that include improving pupils' achievement. They oversee the appraisal of all other members of staff, including any changes in salary progression. The governing body has recently completed effectiveness training and set out some strategic targets for improving the impact of its role. Governors rely a lot on the comprehensive and detailed information provided for them by the headteacher, including on the performance of staff and pupils and how it compares to that of other similar schools. They have yet to formalise a system for visiting the school to see it in action and reporting their findings.

## 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>	121052
<b>Local authority</b>	Norfolk
<b>Inspection number</b>	395483

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 controlled
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	61
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Michael Coates
<b>Headteacher</b>	Christopher Allen
<b>Date of previous school inspection</b>	6 June 2008
<b>Telephone number</b>	01328 838317
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