

Raleigh Infant School and Nursery

Admirals Way, Thetford, IP24 2JT

Inspection dates 7–8 March 2013

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Good	2
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.

- Pupils make good progress because teaching is good and improving in all year groups.
- Lessons are made interesting and work is well matched to pupils' different abilities.
- Leaders and managers are quick to take action if a pupil is falling behind in their learning, allowing pupils to quickly catch up.
- Pupils feel safe in school and report that bullying is rare. They know who to speak to in school if they feel worried.
- Members of the governing body are skilled in providing challenge and support to the school.
- Pupils' behaviour is good in lessons and around the school. They enjoy learning and are enthusiastic. They are polite to each other and follow the high expectations set by their teachers.
- The school provides well for pupils' spiritual, moral, social and cultural development and supports pupils well from a diverse range of cultural backgrounds.

It is not yet an outstanding school because

- Marking does not always make it clear to pupils how they can improve their work.
- Teaching assistants are not always well focused on pupils' progress.
- The management of teachers' performance does not include targets for improved pupil achievement.

Information about this inspection

- Inspectors observed teaching and learning in 14 lessons, including five joint observations with members of the senior leadership team.
- Interviews were held with the headteacher, members of the senior leadership team, a representative from the local authority as well as the Chair and Vice-Chair of the Governing Body.
- There were 15 responses to the Parent View online questionnaire. These were considered, along with views expressed by parents who spoke to inspectors at the start of the school day.
- Inspectors spoke to the school council and with other pupils throughout the inspection.
- A wide range of school documents were looked at, including development plans, self-evaluation reports, monitoring of teaching records, safeguarding, performance management information and external evaluations.
- Pupils' work was looked at with members of the senior leadership team.
- Inspectors considered the responses of 28 staff questionnaires.

Inspection team

Emily Simpson, Lead inspector

Additional Inspector

Stefan Roos

Additional Inspector

Full report

Information about this school

- The school is a smaller-than-average sized primary school for infant and nursery-aged pupils.
- The proportion of pupils who come from minority ethnic backgrounds or who speak English as an additional language is above 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 average.
- The proportion of pupils known to be eligible for the pupil premium, which provides additional funding for children in local authority care, pupils known to be eligible for free school meals and children from service families, is below average.
- An above-average proportion of pupils join the school partway through Key Stage 1.
- Pupils can attend a breakfast and after-school club run by the junior school on the same site.

What does the school need to do to improve further?

- Increase the proportion of outstanding teaching to accelerate rates of progress across all year groups by:
 - introducing a consistent marking policy which shows pupils what they do well and how they can improve their work, and providing time in lessons for pupils to respond to the marking
 - developing the role of teaching assistants so that they provide good support in all parts of the lesson and ask questions which help pupils to make good progress in their learning.
- Improve systems for monitoring the performance of teachers so that areas for their professional development are more closely linked to pupils' achievement.

Inspection judgements

The achievement of pupils is good

- Children join the Nursery with knowledge and skills that are below those expected for their age, especially in the areas of communication, language and literacy. Although they generally make good progress in Nursery and Reception, children are still below average at the beginning of Year 1.
- In the Year 1 screening for phonics (the sounds that letters make), pupils' scores were below the national average. A new approach to teaching phonics has been introduced and pupils currently in Year 1 are on track to attain above the national average.
- Pupils make good progress in reading, writing and mathematics. This is an improvement since the last inspection and now, by the end of Year 2, pupils attain levels above national expectations in all three subjects.
- Pupils love to read. They are given half an hour each day to read to adults and to each other. They enjoy this time and discuss their books with excitement.
- All pupils learn well because school leaders constantly check that their rate of progress is maintained, and take action when it is not. For example, pupils are placed on the 'catch up' scheme if they make less progress than they should in reading.
- The group of pupils for whom the pupil premium provides support is a small group. They make good progress and achieve as well as other pupils because money is used carefully to provide extra support through, for example, one-to-one tuition. In 2012, there was very little difference between the attainment of pupils known to be eligible for free school meals and their classmates in English and mathematics.
- Most pupils who join the school after the normal starting times come from other countries and speak English as an additional language. These pupils settle in well, make good progress and quickly catch up in their learning with other pupils.

The quality of teaching is good

- As a result of careful monitoring and whole-school professional development, led by senior leaders, teaching has improved from satisfactory to good since the previous inspection. School monitoring shows teaching is good. This was confirmed by lessons seen during the inspection, where most were good, a few required improvement and some were outstanding.
- In mathematics lessons, teachers encourage pupils to use their newly acquired calculation skills to help them solve problems. In one lesson, pupils used their mathematical skills, together with a range of interactive resources, to solve problems associated with shape. As a result of careful planning, good questioning and work set to match different pupil abilities, all pupils made good progress.
- Teaching is outstanding in Nursery, where there is an appropriate balance of child-initiated and teacher-led activities. All children in Nursery have good attitudes to their learning as well as to each other and their teachers. The children are very independent due to the outstanding guidance they receive from their teacher.

- Teachers give pupils many opportunities to write at length in English and other subjects. Pupils concentrate carefully on their writing, especially during the weekly 'Raleigh Writers' session. However, teachers do not always provide them with sufficient guidance on spelling, punctuation and sentence structure needed for specific styles of writing, therefore some pupils do not achieve as well as they could.
- Pupils' work is marked regularly but there is not a consistent approach to marking and feedback. Therefore, pupils do not always know what they have done well and what they need to do to improve their work. Where marking is more detailed, pupils do not get time to make improvements to their work.
- Teaching assistants do not always provide good support. In some lessons, they talk very loudly and distract other pupils from their learning. In some lessons, they do not ask questions pertinent to moving pupils learning forward.

The behaviour and safety of pupils are good

- Pupils say they are happy and safe at school. They behave well in class because they enjoy the interesting activities provided for them and on the playground because there is exciting new equipment for them to use during playtimes.
- Pupils show good attitudes to learning. They listen carefully, concentrate well and are polite to each other and to visitors. School records show that this is typical of everyday behaviour.
- Parents and carers agree that behaviour is good. This was shown in discussions and in the responses on Parents View.
- Pupils provide good support to each other. For example, they are trained as 'young interpreters' to help support pupils who arrive at the school from other countries and who speak no English. The pupils take pride in this role and it helps those who are new to feel welcome and settled.
- The school has introduced a new scheme aimed at encouraging pupils to think differently about their problems. The pupils benefit from this and increasingly use positive language when talking about each other. As a result, pupils mention that bullying is now rare.
- Pupils are eager to come in to school on time every morning. Attendance remains low but has improved significantly in the past year.
- Pupils generally know how to keep themselves safe; for example, when crossing the road or if approached by a stranger. However, they do not yet know how to keep themselves safe when using the internet.

The leadership and management are good

- Leaders and managers have taken decisive action since the previous inspection to improve teaching to a consistently good standard and raise levels of achievement to above the national average. This confirms the school's capacity to secure further improvements.
- The headteacher, senior leaders and subject leaders check the effectiveness of teaching regularly by observing each other's lessons and providing feedback about how teaching can

improve. This is a good example of how the school is developing its next generation of leaders.

- School self-evaluation is detailed and accurate. All members of the school community are invited to join in the development of the school improvement plan. The document therefore has shared ownership and the school is developing systems to monitor the impact of the plans.
- The school receives light-touch support from the local authority. They have received one visit, which verified school self-evaluation.
- English and mathematics are taught as separate subjects but links are encouraged wherever possible to topics that bring different subjects together under a common theme. This was seen in a Year 1 and Reception lesson, where pupils were writing a jingle for a new chocolate bar to the tune of nursery rhymes, and in a Reception mathematical focus lesson, where children were exploring shapes for a new box of chocolates. All children were learning enthusiastically and made good progress.
- The school quickly identifies and tackles any underachievement in reading, writing and mathematics. This, together with ways in which additional pupil premium funding is used to close gaps in learning, shows leaders and managers achieve good equality of opportunity for the pupils.
- Leaders and managers have developed confidence and engagement with parents. Parents are encouraged to become involved with the school and are supported to do so. For example, the school runs a 'Reading Café' after school to support parents who speak English as an additional language so that they can learn how to help their children learn to read in a friendly and supportive environment.
- The school's safeguarding policy is comprehensive and clearly explains roles and responsibilities involved in all aspects of child safety. As a result, all safeguarding requirements are met.
- The management of teachers' performance encourages teachers to reflect on their personal professional development needs but does not link to whole-school targets aimed at accelerating pupils' progress.
- **The governance of the school:**
 - Under the strong and dedicated leadership of its Chair, the governing body is supportive and has an accurate view of the school's performance. Governors use data well and regularly monitor the work of the school for themselves. They ask challenging questions of the headteacher to ensure that school development priorities are met. Governors are rigorous in their financial monitoring and make sure that good teachers are rewarded and underperformance tackled. They also look closely at the allocation of pupil premium funding to see that the allocation of funds is closely linked to improved achievement for eligible pupils.

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

Unique reference number	120993
Local authority	Norfolk
Inspection number	401987

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

Type of school	Primary
School category	Community
Age range of pupils	3–7
Gender of pupils	Mixed
Number of pupils on the school roll	204
Appropriate authority	The governing body
Chair	Kate Howe
Headteacher	Daphne Rothwell
Date of previous school inspection	17 June 2010
Telephone number	01842 762810
Fax number	01842 762519
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