

# Surlingham Community Primary School

Walnut Hill, Surlingham, Norwich, NR14 7DQ

## Inspection dates

22–23 May 2013

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	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

- Teaching requires improvement. There is not enough consistently good or outstanding teaching to ensure that pupils make good progress in all classes.
- In some lessons, pupils do not learn as much as they should and the work is not always sufficiently demanding for higher ability pupils.
- Achievement requires improvement and standards are lower than they should be at the end of Year 2 and Year 6. Some pupils have not made sufficient progress, particularly in writing and mathematics, because of past weaknesses in teaching.
- The progress made by pupils with special educational needs and the few that are eligible for additional funding is too variable. The gap between their attainment and the attainment of other pupils is not closing fast enough.
- Leadership and management require improvement. Too much of the leadership and management of improvements in teaching and the subjects pupils learn rest with the executive headteacher.
- The governing body's role in pressing for improvement and checking how well the school is doing is not sufficiently systematic or rigorous.

### The school has the following strengths

- The strong leadership of the executive headteacher has secured many positive improvements in the last year.
- The introduction of a more systematic approach to teaching reading and writing is helping to improve pupils' literacy skills.
- Most pupils make good progress in reading and many reach above-average standards in reading by the time they leave in Year 6.
- Behaviour and safety are good, and pupils get on well together in lessons and when playing outdoors.
- Pupils enjoy school and their attendance is above average.

## Information about this inspection

- The inspector observed teaching in each class and visited 11 lessons. Several observations, including of the teaching of phonics (the sounds that letters make), were conducted jointly with the headteacher.
- The inspector had meetings with pupils, staff and three members of the governing body, including the Chair. He also met the assistant headteacher from the partner primary school and discussed the school's performance with a representative from the local authority.
- The inspector looked at a range of evidence, including the school's self-evaluation and development plan, attainment and progress information, 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, 2 and 3 reading.
- The inspector took into account the 19 responses to the online questionnaire (Parent View) and the information on communication with 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.
- It is part of a federated primary school partnership with Rockland St Mary Primary School, which has been operating for three years. It shares the same executive headteacher and governing body, and staff work together across the two schools.
- Pupils at Surlingham are taught in one single-age and three mixed-age classes.
- Almost all pupils are White British.
- A small number of pupils are eligible for the pupil premium, which provides additional funding for children in local authority care, those known to be eligible for free school meals and pupils with a parent in the armed forces.
- The proportion of pupils identified with special educational needs and supported at school action is above average. The proportion at school action plus or with a statement of special educational needs is below average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in English and mathematics.
- There has been a change of headteacher and several changes of teaching staff since the last inspection.

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

- Improve teaching so that it is good or better in all classes by ensuring that:
  - lessons move at a brisk pace and time is not wasted going over what pupils have already learned and know
  - higher ability pupils are given tasks that fit their capabilities to enable them to achieve more
  - teachers, and the adults who work alongside them, question pupils when they are working together on their learning tasks to test their understanding and extend their thinking
  - teachers make time for pupils to respond to marking, including by correcting errors in their work.
- Raise standards and improve achievement, particularly in writing and mathematics, by:
  - increasing the rates of progress made by pupils through the year, including the progress made by disabled pupils and those who have special education needs
  - placing greater emphasis on boosting the progress made by pupils eligible to receive additional funding, so the gap between their attainment and other pupils closes quickly
  - setting more precise targets in subject action plans, which focus on raising the proportions of pupils making more than expected progress and those capable of gaining the higher Level 3 in Year 2 and Level 5 in Year 6
  - providing extra help for the few individuals whose progress continues to lag behind.
- Improve the overall quality of leadership and management by:
  - strengthening the contributions made by key staff in leading improvements in the subjects pupils learn, and in measuring the impact of the improvements made in the quality of teaching and pupils' achievement
  - sharpening the appraisal targets set for teachers, so that they include a more precise focus on boosting pupils' attainment and progress in writing and mathematics

- establishing a robust and systematic approach to governors checking how well the school is doing to enable them to press for, and secure, improvements.

An external review of governance should be undertaken in order to assess how this aspect of leadership and governance may be improved.

## Inspection judgements

### The achievement of pupils

### requires improvement

- Achievement requires improvement because not all pupils are making as much progress as they should, particularly in writing and mathematics. Pupils leave the school with broadly average standards but, for some, this does not represent good progress from their starting points. Past weaknesses in teaching have contributed to the variability in progress.
- The school's assessments show that children start school with average to above-average attainment, although the individual skills and aptitudes they have vary each year. Children make suitable progress in their first year at school. By the time they leave the Reception Year, most reach or exceed the level of development typical for their age, although, in 2012, skills in communication, language and literacy skills were not as strong.
- Since the last inspection, there have been some dips in pupils' attainment in English and mathematics in both Year 2 and Year 6. Too few pupils have been reaching the higher Level 3 in Year 2 and Level 5 in Year 6, particularly in writing and mathematics. Evidence in pupils' books, and in the stronger teaching seen in both year groups, indicates that better results are expected this year.
- The school's tracking data show that, while many pupils reach age-average standards in English and mathematics, the progress they have made from year to year is too variable. This means that some are a term or more behind where they should be. This is particularly noticeable in writing, but also in mathematics. The introduction, this year of a more systematic approach to teaching key literacy skills, and a more structured approach to teaching mathematics, are helping pupils to fill gaps in their knowledge and understanding, and to catch up.
- The variability in progress also applies to disabled pupils and those who have special educational needs and those eligible to receive additional funding through the pupil premium. For several of these pupils, the gap between their attainment and that of all pupils in their year group is not closing fast enough. There were not enough pupils known to be eligible for additional funding in 2012 to comment on their attainment in the national assessments.
- A majority of Year 6 pupils reach an above-average standard in reading and progress in reading for many pupils is good. All children in Reception and pupils in Key Stage 1 have a daily phonics lesson in which they learn the sounds that letters make and other key reading skills. The results from last year's phonic screening check in Year 1 met the national standard. Nevertheless, there are still one or two pupils who require some extra help because they are not learning to read quickly enough.

### The quality of teaching

### requires improvement

- The quality of teaching has improved in the last year but there is still not enough good teaching to secure good progress for all pupils. Teaching in lessons seen during the inspection was either good or requiring improvement; no inadequate or outstanding teaching was observed. Good teaching was seen in most year groups and also in some of the literacy lessons led by the adults who support teachers.
- Where teaching requires improvement, it is usually because pupils are not learning fast enough or they are going over learning they have already mastered. There are also occasions when more-able pupils could tackle tasks that are more difficult and better suited to their abilities.

- In some lessons, particularly for the youngest pupils, adults are not asking enough questions to check how well pupils are learning, including when they are working on their own, so they can tackle any misunderstandings and adjust their teaching accordingly.
- Marking seen in pupils' books is regular and generally points out how pupils might improve their responses. However, pupils are not routinely responding to the comments teachers make by correcting their work. Handwriting and pupils' presentation skills have improved this year but there is still room for further improvement.
- There were some common strengths in the teaching seen in all classes, notably the good relationships between adults and pupils, the high expectations for good behaviour, and the opportunities given to pupils to talk about their learning and work together cooperatively in pairs and small groups. These are helping to successfully develop pupils' spiritual, moral social and cultural development.
- The good teaching seen also motivated pupils, helped them to learn quickly and deepened their understanding. It included regular checks on how well pupils were doing in lessons to make sure their learning was accurate. The lessons taught by visiting specialists, for example in physical education, music and design technology, are providing pupils with good-quality learning experiences.
- In the last year, the headteacher has helped staff introduce a more systematic approach to teaching reading and writing skills. Recently, a learning scheme to provide more consistency in the teaching of mathematics has also been introduced. These have provided much needed structure and improved the overall quality of lessons in English and mathematics.
- Teachers assess pupils' learning in lessons, and periodically through the year, to test what pupils know and have learned. The recording of pupils' attainment and progress is systematic and enables leaders and staff to see how well pupils are doing and who is not making enough progress.

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

- Pupils behave well in lessons and around the school. This is because there are clear guidelines for pupils on what the school expects, and for staff on how to manage any incidents of unacceptable behaviour. Most parents and pupils rightly believe that behaviour is good and managed well by the school.
- Behaviour outdoors on the playground and field is also good. Pupils have lots of space to play in and a good range of play equipment and apparatus to play with and on. This helps to keep their play purposeful.
- Pupils generally show positive attitudes in lessons, concentrate well and do their best. They are polite and welcoming to visitors, and cooperate well with each other on learning tasks.
- Pupils say they feel safe in school and believe staff listen and act upon to any concerns they may have. Pupils say that bullying is something they rarely encounter. Discussions with older pupils revealed that they know about the different forms of bullying, including those that involve prejudice. They also know about how to use the internet safely and what to do should they encounter anything that is unsuitable.

- Pupils learn about and discuss their responsibilities and relationships in their personal, social and health education lessons, and in assemblies. Pupils also have the chance to consider and discuss the lives of other communities. For example, during the inspection, pupils in Years 5 and 6 listened and responded to a presentation from a representative of the British Red Cross about international refugees.
- Attendance is above average, reflecting pupils' enjoyment of school. The headteacher checks all pupils' attendance regularly and is quick to follow up on any absences that are atypically high.
- The school keeps detailed records of any incidents of unacceptable behaviour. There are a few recorded in the last twelve months but appreciably less than those recorded before that. The school can point to how the behaviour of individual pupils has improved because of the support and guidance they have received. There have been no exclusions in the last two years.

### **The leadership and management**

### **requires improvement**

- The strong and purposeful leadership of the headteacher has given the school fresh direction and impetus following a period when pupils' standards and achievement dipped. Although the staff and governors are right behind the changes being made, the contributions made by key staff and the governing body towards improving the school's performance are not yet strong enough.
- There is still work to do in extending responsibilities to teachers for leading changes in the subjects pupils learn and in checking how well these subjects are taught and how much progress pupils are making in their learning.
- The teaching of English and mathematics is better than it was because a clearly structured approach to planning and teaching these subjects is being established. Pupils are now making more progress than they were two years ago, although the attainment and progress targets set in the school and subject development plans are still not sharp enough. This is because they do not show precisely the proportions of pupils who could make more progress than is typical or who should reach above-average standards.
- There are regular checks made on the quality of teaching and learning in lessons, and the headteacher tackles any teaching that does not meet the standard expected. Targets are set for staff to focus on improving their performance but they are not directed precisely enough at improving achievement and the standards reached by pupils.
- Following improvements introduced by the headteacher in establishing a more robust approach to recording and tracking pupils' attainment and progress, staff now have a better idea of how well pupils are doing. The reorganisation of teaching groups to enable pupils to learn effectively with others of similar ability has proved beneficial. There remain, however, one or two individual pupils who are still not making enough progress because these arrangements are not exactly right for their particular learning needs.
- Other positive improvements have been introduced in the management of pupils' behaviour and the range of different learning activities organised outdoors for children in the Early Years Foundation Stage. Good links are established with parents and many have recognised the recent improvements in day-to-day organisation and the way in which the school communicates with them through newsletters and parent forum meetings.

- The federated partnership with the neighbouring school is used productively to share some staff expertise and coordinate training days. Pupils from both schools also get together to take part in local sports activities and other events.
- Since the last inspection, the local authority's role in supporting improvement has been limited, although the school has valued the contact it has had with an assigned School Improvement Partner.

■ **The governance of the school:**

- Governance requires improvement because the governing body has not established a systematic and robust approach to checking how well the school is doing to enable it to press hard for improvement. The membership of the governing body has changed since the last inspection and some new governors have undertaken training to help them to carry out their role more effectively. Their knowledge of how well pupils are doing in the national assessments is improving and includes an understanding of the progress made by pupils eligible for additional funding. Governors provide positive support for the headteacher in the drive to raise standards and improve the quality of teaching. They manage the school's finances effectively and ensure that safeguarding procedures meet government requirements. They share with staff a strong commitment to giving all groups of pupils an equal chance to do well and to ensuring that there is no discrimination. Governors appraise the performance of the headteacher, which includes setting targets for improvements in pupils' achievement. They also oversee the checks made on the performance of other staff at the school and how this relates to salary progression.



## 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>	120855
<b>Local authority</b>	Norfolk
<b>Inspection number</b>	412158

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>	90
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mike Pittaccio
<b>Headteacher</b>	Marion Murphy
<b>Date of previous school inspection</b>	4 June 2009
<b>Telephone number</b>	01508 538214
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