

Reedham Primary School

School Hill, Reedham, Norwich, NR13 3TJ

Inspection dates 3–4 July 2013

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Requires improvement	3
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

- Too few pupils make good progress in reading, writing and mathematics.
- Some teachers do too much of the work for pupils and some of their explanations are overly lengthy.
- Pupils are not given enough opportunities to take what they have learned from their teachers and apply this independently to their own work.
- Until recently, pupils who were at risk of falling behind have not always been identified in time for them to be given the support they need to catch up.
- Although this is now an improving school, leaders, including governors, have not improved teaching sufficiently to ensure that pupils make good progress and achieve consistently well over time.
- Changes in the leadership of the school since the last inspection have meant that the school's vision has been less clear to all staff than it should have been. This led to the sudden drop in the school's performance in 2012.

The school has the following strengths

- Behaviour in the school is good. Pupils feel safe and cared for in an environment that supports and encourages them well.
- The teaching of phonics (the links between letters and the sounds they make) is good across the school.
- The marking of pupils' work is regular and thorough.
- The leadership of the Early Years Foundation Stage is good.
- There is a positive, happy spirit in the school. Staff are highly motivated and work well together as a team.

Information about this inspection

- The inspector observed seven lessons and also observed the behaviour of pupils during social times and when they moved around the school.
- Discussions were held with the Chair of the Governing Body, school leaders, support staff and a representative of the local authority.
- Pupils' work in books and folders was examined, along with the homework set by teachers.
- Records and logs about pupils' safety, attendance and behaviour were considered.
- Information and data about the performance of pupils in national tests were analysed. The inspector also considered data about the performance of pupils currently at the school.
- The minutes of governing body meetings, reports made by representatives of the local authority, records of the school's internal monitoring and the school's improvement plans were considered.
- The inspector listened to the views of pupils, staff, parents and carers. There were too few responses to the online questionnaire (Parent View) to provide a report. However, the school's own records of previous consultations with parents and the views of those parents who spoke to the inspector at the school gate were considered.

Inspection team

James McAtear, Lead inspector

Additional Inspector

Full report

Information about this school

- Reedham is smaller than the average-sized primary school. Pupils are taught in three mixed-age classes comprising Reception and Year 1 pupils; Year 2 and Year 3 pupils; and pupils in Years 4, 5 and 6.
- Most pupils are White British. The proportion of pupils who have minority ethnic heritages or who speak English as an additional language is well below that found nationally.
- The proportion of pupils known to be eligible for the pupil premium, which provides funding for children in the care of the local authority and for pupils known to be eligible for free school meals, is broadly average.
- The proportion of pupils supported at school action is above average while the proportion receiving support at school action plus or who have a statement of special educational needs is broadly average.
- A larger proportion of pupils than average do not begin their schooling at this primary school but join at a later date or leave before the conclusion of their primary education.
- An interim headteacher joined the school in September 2012, pending the appointment of a new headteacher who will join the school in September 2013.

What does the school need to do to improve further?

- Improve the proportion of teaching that is good or outstanding by ensuring that teachers:
 - reduce the length of their explanations and introductions so that pupils can begin work quickly
 - ensure that work is always appropriately challenging
 - provide more opportunities for pupils to work independently and use what they learn in lessons to improve and develop their work for themselves.
- Improve achievement in English and mathematics by making sure that teachers:
 - use the data they have on pupils' previous attainment to plan lessons that specifically address pupils' known areas of weakness in both subjects
 - check more regularly and systematically how well pupils are improving their grammatical skills in writing and problem-solving skills in mathematics across the school by means of termly whole-school reviews of pupils' work.
- Strengthen leadership by improving:
 - the way leaders check the quality of teaching and the progress of individual pupils so that any weaknesses in either are quickly identified and addressed
 - governors' knowledge about how well the school is performing, pupils' levels of achievement and the strengths and weaknesses of teaching.

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 is too variable across the school. During the last three years, it has ranged from above to below national averages in both Key Stage 1 and Key Stage 2.
- Too few pupils make rapid progress in either key stage. This is particularly so in writing. This is because teachers are not consistent enough in using the detailed knowledge they have of the pupils, when they plan lessons, to make sure their lessons concentrate on what pupils need to learn next, rather than merely covering the next section of the school's programme of learning.
- Less-able pupils struggle to write grammatically accurate and well-punctuated passages. They cannot develop or sustain their ideas in extended pieces of writing sufficiently.
- In mathematics, pupils' number skills are generally strong. However, they are less able to apply their mathematical knowledge to new problems, partly because they are not given enough opportunities to work independently of their teachers and work things out for themselves.
- Usually, pupils with special educational needs make progress that is broadly in line with that achieved by similar pupils nationally. However, during 2012, some pupils supported on action plus made below-average progress. The school's practices in identifying those with special educational needs and providing support for them have improved and the progress of this group of pupils, currently in the school, has now improved.
- Pupils who join the school partway through their primary education settle quickly to their new setting and make progress that is in line with other pupils in the school.
- Pupils for whom the school receives pupil premium funding make progress that is usually similar to or better than their classmates. There were not enough pupils known to be eligible for free school meals in 2012 to comment on their attainment without identifying them. The school uses the funding it receives to provide additional support for pupils in small groups and to ensure that pupils for whom the school receives this funding have access to musical tuition and to a wider range of extra-curricular opportunities.
- Reading standards are generally more consistently good than in writing. The proportion of pupils who score highly in the phonics screening in Year 1 compares favourably with that found nationally.
- In contrast to the rest of the school, children in Reception make consistently good progress. This is because teaching is good, the children are accurately assessed and their progress is carefully checked. The school is quick to take action to help any children who may fall behind at this stage.
- Observations of lessons by the inspector and recent records held by the school show that pupils' rates of progress are now improving. Work in pupils' books and the school's own assessment information confirm that pupils currently on roll are now making more rapid progress than those in recent years.

The quality of teaching requires improvement

- The quality of teaching in the school is too uneven. In too many cases, teachers do too much of the work for pupils and some teachers' explanations of what pupils need to do to complete the tasks they have been set are overly lengthy.
- Pupils are not given enough opportunities to take what they have learned from their teachers and apply this independently to their own work. Consequently, pupils have not consistently achieved as well as they should in recent years.
- Teaching in the Early Years Foundation Stage is effective. The outdoor learning area is used well. For example, pupils learn well about capacity in numeracy because teachers make effective use of sand and water in that area to help this idea become real to children.
- The teaching of phonics is also effective. Pupils are taught accurately and phonics sounds are clearly understood. Pupils are engaged by an approach that places phonics learning in the context of stories they have been reading and are familiar with. As a result, pupils are engaged and make good progress in learning to read.
- Teachers generally work closely with other adults and classroom assistants, and the communication between them when planning lessons is good. These additional staff help assess pupils' progress and provide good support for them in small groups and on a one-to-one basis, particularly when helping to improve their reading skills.
- Teachers' marking of pupils' books and folders is positive, regular and thorough. This encourages pupils because they know clearly and in detail what they have to do to improve their work. Their teachers diligently check that they are applying the advice they have been given.

The behaviour and safety of pupils are good

- Pupils behave well in lessons. They show respect for their teachers, towards other adults who help them and toward one another.
- The behaviour of pupils is also good when they move around the school and its site. They conduct themselves safely and with consideration for others during social times and show good manners and courtesy consistently. Pupils mix together well.
- Pupils are eager to learn, and they show this by participating readily during lessons. They are enthusiastic about producing their best work and remain focused on the work their teachers set for them.
- Pupils have a good understanding of the dangers they may face from the use of the internet, as well as those from water, electricity and fire.
- Pupils say they feel cared for by their teachers and by the other adults who support them. They describe the school as 'one big happy family'.
- It is rare for bullying in any of its forms to occur in the school. When speaking to the inspector, parents expressed confidence in the school's quickness in resolving any issues. They felt their children were safe in the school. Pupils reported feeling free from bullying. They too expressed confidence that teachers would deal quickly and well with any incidents that might occur and they knew who to go to for help if problems arose. School records and logs of incidents confirm

this. Exclusions are very rare.

- Levels of attendance are above the national average for primary schools. The proportion of pupils who are persistently absent is much lower than that found nationally. When necessary, the school works effectively with other agencies like the Education Welfare Service to help the families of those children whose attendance may need improvement. Pupils are punctual in arriving to school and in moving from one activity to another.

The leadership and management requires improvement

- Leadership has not been effective enough to ensure that the teaching has been consistently good or that all pupils make consistently good progress.
- Until recently, there has been insufficient monitoring of pupils' strengths and weaknesses in key subjects such as English and mathematics and the school has not systematically and promptly identified individual pupils who were in danger of falling behind.
- During the last two years, changes in the leadership of the school have meant that the school's vision has been less clear to all staff than it should have been. This has had an unsettling effect on the school and had an impact on the school's performance in 2012. The work of the interim headteacher has been highly effective in making communication more effective within the school. However, work remains to be done to ensure that rates of progress and achievement are consistently good over time.
- The headteacher has secured the support of teachers and the other adults who support them and the whole school is working well now as a team. Checking on the quality of teaching by the headteacher is thorough and provides challenge to teachers to continue to improve their practice. This has had a positive impact on the rates of progress made by pupils this year.
- The leadership of the Early Years Foundation Stage is effective in securing the confidence of parents and in making sure that pupils in Reception are taught well and make good progress.
- The overwhelming majority of parents who shared their views with the inspector agreed that the school is well led by the present headteacher. Pupils and staff are also in agreement with this view.
- The school makes effective provision for the spiritual, moral, social and cultural education of its pupils. For example, it provides opportunities for pupils to make a contribution to the local community through raising funds for the British Heart Foundation through a 'Skipathon', it develops group singing to a high standard and, in lessons, role-play activities are used well to develop pupils' social skills.
- The school provides a curriculum that is effective in ensuring that all pupils have a broad and balanced education. For example, pupils learn mathematics in real-life contexts which helps to make learning relevant to them. The wider curriculum complements this well. For example, the place of music is particularly strong so that pupils have developed a clear sense of the place of the performing arts in society.
- The local authority has provided support to stabilise the leadership of the school and this has helped the school to regain its momentum and improve provision.
- Safeguarding arrangements meet requirements.

■ **The governance of the school:**

- Governors are highly committed to the welfare of the school and its pupils. They are effective in ensuring that school funds are used to provide the best environment for pupils to learn in and are supportive of the school's staff, parents and pupils. However, they do not have enough understanding of the impact of the school's use of the pupil premium and do not have a detailed understanding of weaker areas of achievement or of the areas of teaching that need to improve to address these. They have not established the link between teachers' pay and the progress of their 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	120844
Local authority	Norfolk
Inspection number	411812

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	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	67
Appropriate authority	The governing body
Chair	Michael Adams
Headteacher	Pat Brown
Date of previous school inspection	24 September 2009
Telephone number	01493 700271
Fax number	01493 701860
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