

Sedgeford Primary School

Ringstead Road, Sedgeford, Hunstanton, PE36 5NQ

Inspection dates

16–17 July 2013

Overall effectiveness	Previous inspection:	Satisfactory	3
	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		Good	2

Summary of key findings for parents and pupils

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

- The school does not have a pattern of sustained, year-on-year, good progress. The progress made by pupils who left in 2012 was inadequate.
- Recently introduced schemes to increase rates of progress in reading and writing have not impacted fully throughout the school.
- There are too few opportunities for potentially higher attaining pupils to produce longer pieces of writing by themselves.
- A small number of pupils are not as proficient as they should be at adding, subtracting, multiplying and dividing.
- Teachers sometimes allow pupils' concentration to drift. At such times, pupils are not sufficiently involved in their learning.
- Some pupils are not good at working by themselves and are overly reliant on adult help.

The school has the following strengths

- Pupils' progress is improving rapidly. The current Year 6 pupils have made outstanding progress.
- The support for disabled pupils and those who have special educational needs is good.
- Provision for pupils' personal, social and emotional development is excellent. Many pupils strive to do their best.
- There is a much greater quantity of good and outstanding teaching than in the past.
- Teaching pupils in groups based on their abilities and needs is proving to be effective.
- The headteacher and governing body are bringing about rapid improvements in all aspects of the school's work, including teaching and pupils' progress.

Information about this inspection

- The inspector observed parts of 13 lessons. The inspector was accompanied by the headteacher during all the observations.
- Meetings were held with governors, the headteacher and teachers with subject responsibilities, pupils and a representative of the local authority. The inspector also spoke with parents.
- The inspector looked at the work in pupils' books and discussed it with them. He also listened to some pupils reading.
- The inspector took into account the school's information about pupils' attainment and progress, its self-evaluation and plans for improvement. The inspector also looked at a range of documents and policies concerning school management and keeping pupils safe.
- The inspector considered the 12 responses to Ofsted's online survey (Parent View) and the nine responses to the staff questionnaire.

Inspection team

Godfrey Bancroft, Lead inspector

Additional Inspector

Full report

Information about this school

- This school is much smaller than the average-sized primary school.
- All of the pupils are of White British heritage.
- The proportion of disabled pupils and those who have special educational needs supported at school action is above average. The proportion supported at school action plus or with a statement of special educational need is almost three times the national average. Pupils with statements of special educational need include some who have moderate learning difficulties; speech, language and communication difficulties, autistic spectrum disorders and global delay while others have behavioural, emotional and social difficulties.
- The proportion of pupils supported by additional government funding through the pupil premium, including those known to be eligible for free school meals, is well above average.
- The proportion of pupils who join or leave part way through their primary education is also very high.
- Pupils are taught in two mixed-age classes; one containing children from the Reception Year and Years 1 and 2 and another in which pupils in Years 3, 4, 5 and 6 are taught together. For some subjects, pupils transfer between the two classes.
- There are not enough pupils on roll to make a valid judgement on whether the government's current floor standards for pupils' attainment and progress are met.
- There is privately run pre-school which is housed on the school site. This provision is separately inspected.

What does the school need to do to improve further?

- Establish a sustained pattern of year-on-year progress in which all pupils make at least the progress they should and an increasing proportion exceeds the expected progress by:
 - fully embedding the recently introduced schemes aimed at improving pupils' reading and writing
 - creating more opportunities for potentially higher attaining pupils to do longer pieces of writing by themselves
 - strengthening the focus on developing pupils' ability to add, subtract, multiply and divide
 - providing tasks that ensure that pupils' concentration does not drift and that they stay fully involved in their learning at all times
 - helping pupils to learn by themselves and to become less dependent on direct help from adults.

Inspection judgements

The achievement of pupils

requires improvement

- The school does not have a firmly established pattern of good year-on-year achievement. Progress for the 2012 Year 6 leavers was inadequate and there are still a small number of pupils who are not making the progress they should.
- Pupils' attainment can vary significantly from year to year. This is mainly because of the very small numbers of pupils in each year and the numbers who leave or join the school midway through their primary education. For several years, standards at the end of Year 2 have been either below or well below average. This year, attainment in reading and mathematics is broadly average, although attainment in writing remains below average.
- In both Key Stages 1 and 2, there are a small number of pupils who lag behind the age-related expectation in terms of their ability to add, subtract, multiply and divide.
- Standards in reading are improving. The results of the 2012 Year 1 screening in phonics (the sounds made by letters and words) were far below the national level. This year, pupils have attained the expected levels and a retest of the 2012 group shows they have made significant progress. Older pupils enjoy reading.
- Children's attainment when they start in the Reception class is much lower than the levels expected for their age. However, they settle in quickly and make good progress, particular in their personal, social and emotional development and in their language and communication. They join Year 1 with attainment that is still a little below the average for their age.
- The school has a high proportion of pupils who have significant special educational needs. The majority of these pupils are making at least the expected progress, with some who are exceeding the expected progress.
- Pupils who are entitled to the pupil premium funding, almost half of those attending the school, do every bit as well and in some cases better than pupils from other groups. There were not enough pupils known to be eligible for free school meals in 2012 to comment on their attainment without identifying them.
- Attainment for the current Year 6 shows marked improvement over that of 2012 and preceding years. Standards in reading and writing are broadly average and standards in mathematics are below average. Even so, from their starting points pupils have still made outstanding progress in all three subjects.
- Throughout the school an increasing proportion of pupils are making the expected progress with a rising proportion who are exceeding the expected progress.

The quality of teaching

requires improvement

- In 2012 and in the preceding years there was some inadequate teaching that resulted in a marked slowing down of pupils' progress. Actions taken by the headteacher and governing body have overcome this situation, to the extent that much of the current teaching is good, with some that is outstanding.

- There are still occasions when teachers do not provide enough opportunities for potentially higher attaining pupils to produce increasingly long pieces of writing on the own; thus permitting pupils to apply their increasingly good basic skills. Similarly there are insufficient opportunities for lower attaining pupils to work on their own and to become increasingly independent. Some of these pupils rely too much on direct adult support.
- A minority of pupils continue to struggle with the basic mathematical skills of addition, subtraction, multiplication and dividing. This is because there are not enough opportunities for them to acquire these skills and to do calculations in their heads.
- There are times in some lessons when teaching allows pupils' attention to drift. This is because learning for these pupils is not always broken down into bite-sized chunks and they do not always have short-term, time-related targets. That said, the majority lessons are well planned and do capture pupils' interest.
- The teaching of pupils in groups based on their needs and abilities is proving central to the improvements in pupils' progress. This is particularly evident when younger pupils and those who have particular special educational needs are taught letter and word sounds and when older and higher attaining pupils do guided reading. During such lessons, work is matched very precisely to the individual needs of pupils.
- Teachers and teaching assistants are quick to identify signs of any pupils who are falling behind. When this happens, work is tailored carefully to the pupils' individual needs. Individually tailored learning opportunities are also allowing disabled pupils and those who have special educational needs, and those who are entitled to the pupil premium funding, to make increasingly good progress.
- Teaching is very effective in promoting pupils' spiritual, moral, social and cultural development and their personal social and emotional development.
- The provision of specialist teaching in important areas of learning is helping pupils to do well in those subjects. For example, good use is made of specialist sports coaches and a member of the community, who is accomplished professional musician, in teaching pupils to play the drums.
- Assessments of pupils' progress and identification of their subsequent learning needs are both accurate and frequent. The 'learning journey' books for children in the Reception class provide parents with excellent information about their children's progress. The daily updates of the progress made by pupils who have statements for their special educational needs, provided by teaching assistants, are exemplary. Teachers have devised an effective system that allows pupils to evaluate their own progress and understanding of each piece of work they complete.

The behaviour and safety of pupils

are good

- Pupils behave well around the school and invariably try their best during lessons. This is despite the many and varied challenges they face, including those faced by pupils who have statements for their special educational need and those who are disabled.
- School records show that it is very rare for pupils to be excluded for inappropriate behaviour. There are times when some pupils, mainly because of their special educational needs, present challenging behaviour. Such occasions are managed exceptionally well by teachers and teaching

assistants. Approaches show precise understanding of pupils' individual needs with staff showing consistent care and sensitivity.

- Pupils say they feel safe in school; a view which is affirmed by their parents. Pupils greatly appreciate the support they receive from staff. They are confident they will get all the support they need to thrive academically and that staff will help them to resolve any personal problems they might encounter.
- Pupils say bullying is rare. This is confirmed by the school's meticulous records. Pupils are also confident that staff will help them to resolve any bullying issues amicably. Pupils have a clear understanding of bullying in its various forms, including the potential hazards posed by misuse of the internet and mobile telephones.
- Attendance is below average and has been for some time. However, this is brought about by the unavoidable absence of pupils because of illness. School records show that attendance is improving, with an increasing number of pupils attending for 100% of the time.

The leadership and management are good

- The school is improving rapidly on all fronts. The headteacher and governing body have worked effectively, particularly over the past year, to overcome previous shortcomings. This includes ensuring that there is no longer any inadequate teaching and that the majority of pupils are making at least the progress expected of them. The school is well placed to sustain this trend.
- Self-evaluation is accurate and realistic. Plans for future improvements highlight the most important areas for development and are linked to suitably challenging targets for the continued improvement of pupils' progress.
- Rewards recognising good teaching are suitably linked to targets for the improvement of pupils' progress. There are good opportunities for the continued professional development of staff. The headteacher has successfully involved other members of staff in evaluating and looking at ways of promoting even better teaching. These arrangements give appropriate consideration to the national Teaching Standards.
- Parents express positive views about the work of the school. They appreciate the welcome they receive when they drop their children off in the morning and collect them at the end of the day. They also value the information they receive about how well their children are getting on. This is particularly so for those parents of children who have statements for their special educational needs. One parent, reflecting the views of many, said, 'The teachers and teaching assistants are doing all they possibly can to make sure my child is doing well.'
- The school provides a good range of learning opportunities and additional activities. Pupils' personal development and their spiritual, moral, social and cultural development are promoted exceptionally well. During the week of the inspection, the school played host to pupils from a school in a contrasting urban community, who, as part of their residential experience, were sleeping on the school floor. Pupils also participated in the nearby archaeological dig.
- Pupils are proud of their gardening skills and are very knowledgeable about various aspects of horticulture. Links with the community are strong and include the recent joint school and village fete and the school's performance of *Dream On*, an adaptation of Shakespeare's *A Midsummer*

Night's Dream.

- The local authority has provided helpful support, including setting up training opportunities and supporting the school when staff have been absent.

■ **The governance of the school:**

- Governors are knowledgeable and supportive. They make good use of the available training opportunities and meet their obligations with regard to the safeguarding of pupils, the performance management of staff and the rewards for teachers linked to pupils' progress. Governors are regular visitors to support the school and to check on how well it is working. They are aware of the issues that arise from data about pupils' attainment and progress, and hold the school to account for the quality of its work. Governors have a clear view of how well resources are used, including the additional funding for pupils known to be eligible for free school meals. They are fully aware of the positive impact that additional teaching time, purchased by these funds, is having on pupils' progress.
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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	120880
Local authority	Norfolk
Inspection number	401978

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	36
Appropriate authority	The governing body
Chair	Pam Goddard
Headteacher	Laura Fox
Date of previous school inspection	14 October 2009
Telephone number	01485 570997
Fax number	01485 570997
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