

# Little Plumstead Church of England Primary School

Hospital Road, Little Plumstead, Norwich, NR13 5EW

**Inspection dates** 29–30 January 2014

<b>Overall effectiveness</b>	Previous inspection:	Satisfactory	3
	This inspection:	<b>Good</b>	<b>2</b>
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- All groups of pupils achieve well. Standards are consistently above national averages in Year 6 tests in reading, writing and mathematics. In 2013 pupils did particularly well in writing.
- Teaching is increasingly good or outstanding and this is leading to faster progress in all year groups.
- Behaviour is exemplary, both in lessons and around the school. Pupils show great consideration for each other and feel safe in school. They are rightly proud to attend their school.
- The headteacher and deputy headteacher are an effective team who have high expectations and ambition for all staff and pupils.
- Leaders and governors have successfully improved teaching and pupils' progress since the previous inspection.
- Different subjects are taught through topics that follow pupils' interests. These topics, together with the school's strong ethos, promote pupils' strong spiritual, moral, social and cultural development.

### It is not yet an outstanding school because

- Not enough pupils make outstanding progress in their learning, especially in reading and mathematics.
- The targets set for teachers to improve their skills are not linked closely enough to improving pupils' achievement.

## Information about this inspection

- Inspectors observed teaching in all classes. They saw 17 lessons, four of which were jointly observed with the headteacher or deputy headteacher.
- Inspectors observed an assembly led by Year 6 pupils and a Year 3 'mathematics café' attended by 17 parents.
- Inspectors listened to pupils read in Year 2, Year 3 and Year 6, and observed the teaching of phonics (the sounds that letters make).
- Meetings were held with the headteacher, subject leaders, a group of pupils, the Chair and Vice Chair of the Governing Body and three other governors. A representative from the local authority was spoken to on the telephone.
- The 59 responses to the online Parent View survey were considered, together with 21 responses to the staff questionnaire.
- Inspectors looked at pupils' books as well as looking at pupils' work in all classrooms. Writing assessments from the last academic year were scrutinised.
- A number of documents were examined, including the school's evaluation of its strengths and weaknesses, school improvement plans, records of meetings of the governing body, safeguarding files, data on pupils' current progress, and information on the management of teachers' performance and the monitoring of teaching.

## Inspection team

Emily Simpson, Lead inspector

Additional Inspector

Michael Lavelle

Additional Inspector

## Full report

### Information about this school

- This is a smaller-than-average primary school.
- Pupils are taught in single year group classes in Years 2 to 6. There are two large mixed Reception and Year 1 classes, following a large increase in the number of pupils in Year 1.
- The proportion of disabled pupils and those who have special educational needs supported through school action is average. The proportion supported at school action plus or with a statement of special educational needs is also average.
- The proportion of pupils who are known to be eligible for the pupil premium, which in this school provides additional funding for pupils known to be eligible for free school meals, is below average.
- The school meets the government's current floor standards, which set the minimum expectation for pupils' attainment and progress.
- There have been a number of staff changes since the previous inspection and half the teaching staff are new to the school. In addition there has been a new Chair and Vice Chair of the Governing Body.

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

- Accelerate pupils' progress in reading and mathematics by providing even more challenging work in lessons.
- Strengthen the impact of leadership and management by setting rigorous targets for teachers to improve their work, linked to faster progress for pupils.

## Inspection judgements

### The achievement of pupils is good

- Children enter the Early Years Foundation Stage with skills that are generally below those expected for their age although this varies from year to year. Teachers make accurate assessments of what children know and can do, and use the resulting information to plan activities that move their learning on quickly. As a result children make good progress in Reception and are well prepared to begin Year 1.
- This good progress is kept up in Key Stages 1 and 2 because the quality of teaching is consistently good and pupils have incredibly positive attitudes, are excited to learn and want to do as well as they can in school.
- In recent years standards at the end of Year 2 have been above national figures. In 2013 results dipped. However, this particular year group contained a high number of pupils who joined the school with lower attainment, and all made good progress and continue to do well.
- By the time pupils leave school at the end of Year 6 their attainment is usually above average in reading, mathematics and writing. In 2013 both attainment and progress were particularly high in writing.
- School information about how well pupils are doing shows that they are continuing to make good or better progress in all year groups. In Years 1 and 5 pupils are making exceptional progress.
- The school has worked hard to raise standards in reading. In the 2012 Year 1 check on phonics (the sounds that letters make) pupils' scores were very low, but effective teaching and use of assessment data meant scores were high when these pupils were tested again at the end of Year 2. The 2013 phonics results were close to the national average. Pupils read fluently and enjoy talking about their favourite books and authors.
- Pupils supported by the pupil premium do as well as their classmates in reading, writing and mathematics because teachers work closely with the headteacher to decide how the extra money should be spent to help these pupils do well. Funds are spent on one-to-one teaching and schemes to help develop social skills. The very small number of eligible pupils means that it is not possible to judge their attainment at the end of Year 6 without potentially identifying individuals.
- Pupils achieve well in physical education (PE) because they receive good teaching and feedback about how to improve the quality of their practical work.
- The work in the current pupils' books show they make good progress in reading, writing and mathematics. They make excellent progress in writing, where their work is more challenging than in reading and mathematics.

### The quality of teaching is good

- Teaching has improved since the previous inspection. It is now typically good and much is outstanding. Teachers are very committed to improving their teaching so that pupils can learn more effectively and make better progress.

- The relationships between teachers and pupils are excellent, and pupils think carefully about what they are taught. Pupils are comfortable to ask questions that seek clarification to help them learn even more in lessons.
- Lessons are lively and interesting, teachers make sure their explanations are very clear so all pupils understand what is expected of them and are able to work without a fuss.
- Teachers ask excellent questions that make pupils think carefully about what they are learning. All pupils are eager to answer their teacher's questions and demonstrate how much they know.
- Teachers mark pupils' work regularly and write useful comments and set clear targets to help them improve, although this is stronger in writing than in reading and mathematics. Pupils use these comments to improve their work. Teachers use the information gained from marking to plan lessons that help pupils make faster progress in their work, especially in writing.
- In lessons teachers demonstrate and explain the importance of neat work and presentation. In a Year 2 mathematics lesson on number patterns the teacher emphasised that neat work was essential to understanding the patterns. As a result all pupils were careful in presenting their work as they knew it helped them learn better.
- Teaching assistants support pupils well during lessons. They make sure that disabled pupils and those who have special educational needs are fully included at all times, but are careful to avoid doing too much for them.
- The headteacher gives teachers many opportunities to work together and watch each other teach, and this has helped them to think carefully about their teaching and improve it. It has helped develop the increasing amount of outstanding teaching.

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

- Teachers have worked hard to improve pupils' attitudes to learning. Pupils have developed resilience in their learning and are determined to be successful. This has contributed to their improved progress in all year groups and means they are well placed to make outstanding progress.
- The school has a positive and industrious atmosphere as pupils in all classes are fully focused on their learning activities.
- Pupils love to learn and love their lessons. They are prompt to arrive at school every morning in their smart school uniform. They are quick to settle to work after playtime and lunchtime. Their enjoyment is reflected in their above average attendance.
- Pupils are given many opportunities to work and play together and assume responsibilities. The school has seven 'assembly' groups, each led by a small group of Year 6 pupils and containing pupils from all year groups. Weekly assembly sessions cover important issues linked to UNICEF's Right to Respect and help pupils develop understanding and empathy. This has created harmonious relationships as pupils of all ages develop skills together.
- The school's work to keep pupils safe and secure is outstanding. A strong emphasis is placed on e-safety and pupils receive frequent sessions teaching them how to keep safe when using

computers and the internet.

- Pupils report they feel safe in school and that there is no bullying. They know the difference between bullying and falling out, and know how to resolve any disagreements because the school teaches them how to solve problems.
- The behaviour of pupils is outstanding. They are respectful to each other and to adults. Clear and effective systems are used to address and monitor any rare incidents of misbehaviour. The school works well with outside agencies to support pupils who find it difficult to settle comfortably into school life. This has been effective in helping these pupils make faster progress and control their own behaviour.
- Pupils enjoy the opportunities they are given to decide what they will learn, and the older pupils can explain how teaching and their progress have improved in recent years.

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

- The headteacher ensures the school motto of 'where children come first' is at the heart of every decision taken to improve and develop the school. She has developed a well-knit staff team who share her determination that every pupil is entitled to the very best the school can provide. Responses to the staff questionnaire show morale is very high.
- Since the previous inspection teachers in charge of subjects have developed their roles considerably. They work closely with the headteacher and frequently check how well pupils are doing by observing teaching, reviewing pupils' books and looking at information about how well pupils are doing. This has helped improved achievement for all groups of pupils and shows the school has strong capacity to further improve.
- Leaders and managers have an accurate awareness of the school's strengths and areas for development. They use this information to work together to write detailed plans for improvement. The effectiveness of these plans means everyone in school has the same chance to succeed.
- The school has bought in a variety of training to help improvements, including from the local authority, which correctly identified the strength of the school's leadership to bring about improvement and accordingly has provided only minimal support.
- The school works effectively with neighbouring schools to ensure value for money, for example when buying in additional support for pupils who are disabled or have special educational needs.
- Comprehensive plans show how the school is using additional government funding for teaching PE as part of the Olympic legacy. Teachers are receiving training to improve the quality of PE teaching, therefore the impact of the money will be long lasting. The plans are checked each term to review how successful the funding has been in improving pupils' healthy lifestyles, skills and attitudes to PE.
- Parents are given a short version of the school improvement plan each year to inform them of the school's priorities for development.
- The responses to Parent View showed that some parents felt they were not kept informed about their children's progress. However, inspectors found that the school provides frequent and extensive opportunities for parents to be informed, and involved, in pupils' progress. Termly

meetings between teachers, pupils and parents review how well each pupil is doing and share new targets for them. Parents write an evaluation of their child's progress after looking at their work. Establishing close partnerships between school and home has helped pupils make better progress.

- The school teaches a carefully planned range of subjects through interesting themes. The teacher in charge of the curriculum consults with pupils, parents, staff and governors to plan what will be taught and review how successful each theme has been. Teachers make sure these themes help pupils improve their skills in reading, writing and mathematics.
- The headteacher has established clear systems to set targets for teachers to improve their work and these are linked well to the national Teachers' Standards. Careful checking of targets has helped improve the quality of teaching in school. However, while the targets take account of individual needs and whole-school priorities, they are not linked closely enough to raising pupils' achievement in reading, writing and mathematics.
- **The governance of the school:**
  - The governing body has worked closely with the headteacher to ensure issues identified at the previous inspection have been fully addressed. Governors are rightly confident in the headteacher's ability to lead the school as it progresses to becoming outstanding. They are ambitious for all of their pupils and are provided with high quality information about how well the teachers and their pupils are performing. They use this to check that all groups of pupils, including those supported by the pupil premium, are doing well and make sure funds are spent appropriately. Governors are committed to developing their own skills and attend frequent training. They have their own development plan to ensure they develop the right skill set to best support and challenge the school. Policies are all reviewed regularly, including the pay policy, and the school is now well placed to reward better teachers financially. They have supported the headteacher in tackling and eradicating inadequate teaching. The governing body ensures all current national safeguarding requirements are met.

## 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>	121119
<b>Local authority</b>	Norfolk
<b>Inspection number</b>	430784

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 aided
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	200
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Louise Reeves
<b>Headteacher</b>	Sonia Innes
<b>Date of previous school inspection</b>	20 March 2012
<b>Telephone number</b>	01603 712165
<b>Fax number</b>	01603 717167
<b>Email address</b>	office@littleplumstead.norfolk.sch.uk

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit [www.parentview.ofsted.gov.uk](http://www.parentview.ofsted.gov.uk), or look for the link on the main Ofsted website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2014

