

Seething and Mundham Primary School

Brooke Road, Seething, Norwich, NR15 1DJ

Inspection dates 12–13 February 2014

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Good	2
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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 achieve well. The standards reached in national tests by the end of Year 6 are above national averages in reading and mathematics.
- Teaching is typically good. Lessons are interesting and activities are carefully planned to improve pupils' understanding in all subjects.
- Pupils who need extra help do well because they receive good support.
- Pupils enjoy coming to school, they behave well and are keen to learn. They feel safe in school.
- Leaders and managers, including governors, have developed their roles since the previous inspection and now work more closely and effectively together. This has helped improve teaching and achievement and ensured the school is in a good position to secure further improvement.
- Middle managers lead their subjects with confidence and make effective checks on how well their subjects are being taught.
- Leaders have an accurate view of the school's strengths and areas for development.

It is not yet an outstanding school because

- Pupils do not make as much progress in writing as they do in reading and mathematics.
- In a minority of lessons, teachers' explanations are not clear enough to ensure pupils maintain their levels of concentration and make the progress they are capable of.
- Some parents feel they are not kept fully informed about their children's progress.
- Plans to improve the school are not specific enough about how much progress pupils should make.
- Information about pupils' achievement is not set out clearly enough for teachers and governors to easily check how well pupils are doing in all year groups.

Information about this inspection

- The inspector observed teaching in all classes. She saw seven lessons, five of which were jointly observed with the headteacher.
- She listened to pupils read in Year 2 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 of the Governing Body and six other governors. A representative from the local authority was spoken to on the telephone and the inspector met with an external consultant employed by the local authority.
- The 34 responses to the online Parent View survey were considered, together with five letters from parents. Fifteen responses to the staff questionnaire were also considered.
- The inspectors looked at pupils' books, as well as looking at pupils' work in all classrooms.
- 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

Full report

Information about this school

- This is a much smaller-than-average primary school.
- The vast majority of pupils are White British. The proportion from minority ethnic groups is well below average.
- Pupils are taught in mixed aged classes in Reception and Year 1, Years 3 and 4 and Years 5 and 6. Year 2 are taught separately.
- Every class in the school is taught by more than one teacher who, together, share responsibility for the class.
- The proportion of disabled pupils and those who have special educational needs supported through school action is below average. The proportion supported at school action plus or with a statement of special educational needs is also below 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.
- A new Chair of the Governing Body was elected two days before the inspection.
- An above average number of pupils join and leave the school at times other than the start of the school year.

What does the school need to do to improve further?

- Improve pupils' progress in writing so they attain the same high levels as they do in reading and mathematics.
- Ensure teachers' explanations of the work set and of new learning are always clear and precise so that pupils continue to concentrate hard and make the rapid progress they are capable of.
- Strengthen the impact of leadership and management by:
 - sharpening school improvement planning so it includes precise pupil achievement targets
 - developing clear and consistent systems for tracking and reporting on pupils' progress
 - providing parents with more information about how their children are doing so that they can be fully involved in supporting their progress.

Inspection judgements

The achievement of pupils

is good

- Children enter Reception with skills typically seen at this age. They start school with positive attitudes to learning and these are maintained because of the excellent relationships they form with their teachers. Teachers make good use of information about how well children are doing to plan activities that help them make fast progress. They are well prepared to start Year 1.
- Year 2 results were very high in 2012 in reading, writing and mathematics but dipped at the end of 2013 to be broadly average. Attainment can vary significantly each year due to small numbers in each year group and the large number of pupils who leave and join the school during each year. This accounts for the dip in 2013; the current Year 2 pupils are on track to achieve higher results.
- Since the previous inspection, Year 6 test results have improved in reading and mathematics, and pupils leave school with skills that are approximately two terms ahead of those found in pupils nationally. More-able pupils do very well in these subjects and all pupils make good progress. However, results and progress are generally not as good in writing. Nonetheless, pupils attained scores significantly above the national average in the 2013 Grammar, Punctuation and Spelling test.
- Data held by the school and the work in pupils' books indicate that current pupils make good progress in all year groups and that rates of progress in all subjects are improving.
- Progress is significantly faster in reading and mathematics than in writing. Pupils make slower progress in writing because, while they have a good understanding of how to use punctuation and write interesting sentences, they are not as confident when using these skills to write lengthier and more ambitious pieces in different styles.
- Reading is a strength of the school and given a high priority in all classes. Pupils enjoy reading and readily share books with each other. Phonics (the links between letters and sounds) is taught very effectively and pupils score well in the Year 1 phonics check.
- Pupils make good progress in mathematics because information about how well pupils have achieved in tests is carefully checked by the subject leader. Teachers use this information to refine and adapt the content of lessons and the ways they are taught so that they can better improve pupils' skills and understanding.
- There were no Year 6 pupils eligible for support from the pupil premium in 2013. Across other years, this group of pupils generally makes good progress because of the good additional support the school has used this funding to provide, for example one-to-one teaching.
- Disabled pupils and those who have special educational needs are very well supported, both by teachers and teaching assistants, and make good progress from their various starting points.

The quality of teaching

is good

- Overall teaching is good; however, while some lessons are outstanding, a minority require improvement. This is an improvement since the previous inspection and has led to pupils making better progress in their learning.

- All teachers in school are very committed to developing and improving their work so that they can help pupils learn even more and make faster progress. They attend frequent training courses and work well as a team to share new ideas.
- Teaching in the Early Years Foundation Stage is well-organised and ensures children make a good start to their education. Teachers provide children with a rich variety of experiences that stimulate their enthusiasm and interest in their learning and help them developing social and personal skills well.
- In the best lessons pupils, including those who are more able, are given challenging tasks that make them think really hard. They respond well, are excited to learn and discover new things, and enjoy sharing and developing their knowledge and understanding. Teachers consistently encourage pupils of all abilities to think carefully before answering their questions. This helps pupils make good progress in learning.
- Work in pupils' books is usually presented neatly and teachers make useful comments when they mark books to help pupils move on in their learning. Pupils take note of teachers' comments in marking and try hard to follow the guidance they are given. Older pupils are developing the ability to assess their own work, with their judgements of their progress then being systematically checked by the teacher.
- Teachers and teaching assistants work well together in lessons to extend pupils' learning. Teaching assistants provide good support to pupils at all times in lessons and ensure they work hard and try their best at all times.
- Teachers usually explain new ideas very clearly and this helps motivate pupils and they then settle quickly to work. In the most effective lessons, pupils are taught to be resilient and keep trying when faced with challenging work. Just occasionally, when teachers do not explain tasks or new learning well enough, pupils' concentration wanes and their progress dips.

The behaviour and safety of pupils are good

- The overwhelming majority of pupils are keen to learn and arrive at school punctually every day. Attendance is high. Pupils listen carefully to, and are appreciative of, their teachers and the teaching they receive. Most are ambitious; they want to do even better than they already do in school.
- The behaviour of pupils is good. They are polite and respectful to each other and to adults. Pupils of all ages are friendly and mix well together especially when they sit together to eat their school lunch. Older pupils help serve younger pupils and encourage them to behave well.
- Incidents of misbehaviour are very rare and are carefully checked and recorded by class teachers. Pupils are confident that there is no bullying in school. They recognise that teachers will help them if they have a problem but say they like to try and sort problems out for themselves first.
- The school's work to keep pupils safe and secure is good. Clear procedures are in place to safeguard pupils and follow up accidents. Pupils say they feel safe in school and parents support this view. Pupils have a good understanding of the importance of keeping safe in different situations, for example when crossing the road, using the internet and making campfires at 'Forest Schools'.

- Behaviour is not outstanding because, in a small minority of lessons, where teachers' explanations are not as clear as they should be, some pupils lose interest and do not concentrate as well as they might.

The leadership and management are good

- School leaders have benefited from the high quality training and support they have received as part of the local authority 'Norfolk to Good and Great' scheme. This has improved leaders' abilities to judge how good the teaching is and to support any colleagues who might need it. As a result, pupils make faster progress in their learning.
- Targets, based on the national Teaching Standards, are set for teachers to improve their teaching and develop their roles as leaders of subjects. The training they are given to enable them to meet these targets has been of good quality and very effective.
- Teachers in charge of subjects have also received excellent support from a consultant provided by the local authority. This has helped their leadership skills, raised expectations and contributed to the school's capacity to improve.
- The school teaches a wide range of interesting subjects through topics and these are enhanced by a strong 'Forest Schools' programme. These contribute to pupils' strong spiritual, moral, social and cultural development. Detailed plans are in place to use the additional funding for primary school sport allocated as part of the Olympic legacy. Teachers have attended training courses in dance and gymnastics and the quality of teaching in dance has improved. The money is also used to provide additional swimming lessons so pupils achieve beyond the minimum expectation by the time they leave the school.
- The leadership of special educational needs has improved since the last inspection. The school works well with local schools and specialist advisors to make sure this small group of pupils makes good progress in school and that the pupils are well supported as they move to High School.
- The school's evaluation of its strengths and areas for development is accurate. Suitable plans are in place to develop the minority of teaching that requires improvement and to generally improve the school. However, the plans do not show precisely how much pupils' progress is expected to improve, so do not enable leaders to judge whether or how far they are being successful.
- A lot of information about how well pupils are doing in reading, writing and mathematics is collected every term. This is used to provide additional support to pupils at risk of falling behind. Information about pupil progress is not presented in the same format for each year group and the way it is presented varies each term. This makes it difficult for teachers to understand and, as governors have recognised, this information is not as concise and consistent as it needs to be for the school to make the improvements to progress that it seeks.
- The response to 'Parent View' was high and represented half the families in school. All parents are confident their child is happy at school. However a quarter of replies indicated that some parents do not feel they receive enough information about their child's progress.
- **The governance of the school:**
 - The governing body is thoroughly committed to improving the school. Governors recognise that pupils are capable of making outstanding progress and have committed much time and

effort into their own training and development so they have the skills and expertise to demand the very highest standards of teaching and achievement.

- Governors check all groups of pupils are doing well, including those supported by the pupil premium and make sure additional funds to support these pupils are spent wisely.
- They are kept informed about the quality of teaching and check targets set for teachers are helping them improve.
- Governors hold school leaders to account and ask for additional information to help them make the best decisions.
- Policies are reviewed regularly, including the pay policy, and the school is now well placed to reward better teachers financially.
- 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

Unique reference number	120849
Local authority	Norfolk
Inspection number	430774

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	86
Appropriate authority	The governing body
Chair	John Hemmant
Headteacher	Diane Appleby
Date of previous school inspection	21 June 2012
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