

Rudham CofE Primary School

School Road, East Rudham, King's Lynn, PE31 8RF

Inspection dates 15–16 May 2014

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
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.

- The achievement of pupils is good, especially in reading and writing.
- The achievement of children in the Early Years Foundation stage is good, especially in reading.
- Teachers know the pupils well and use the information they have on what pupils know and can do to set work that enables them to make good progress in their learning.
- Teaching assistants have good subject knowledge and use this effectively to support pupils with their learning.
- The school is well led by the headteacher. She has had a positive impact on improving the teaching of mathematics and in making sure that subject leaders monitor the work of teachers.
- Pupils are well behaved and show respect for one another and adults. They enjoy the opportunities for leadership provided for them by the school.
- Pupils have a positive attitude to learning and take pride in their work.
- The school keeps pupils safe.
- Attendance is above average.
- Spiritual, moral, social and cultural development within the school is strong.
- Governors know the school well. They provide strong leadership and share the headteacher's determination to raise achievement. They have a good understanding, through their monitoring, of what the school does well and what needs to be improved.

It is not yet an outstanding school because

- Achievement in mathematics is weaker than that in reading and writing. The school has taken action to improve arithmetic but pupils do not have enough opportunities to practise these skills to solve real-life problems.
- Teachers do not make sure that pupils follow the advice they give them when they mark their work.
- Pupils, especially higher ability pupils, do not get enough chances to practise and refine their mathematical skills in other areas of learning.

Information about this inspection

- The inspector observed eight lessons jointly with the headteacher. She listened to pupils read, looked at their books and met with a small group of pupils.
- Discussions were held with school leaders, including subject leaders and six members of the governing body. A telephone conversation was held with a representative of the local authority.
- The inspector observed the work of the school and reviewed various documents, including the school's own view of its effectiveness, its tracking of pupils' progress and records of staff appraisal. She also considered documents relating to safeguarding, school development and pupils' behaviour and attendance.
- There were 12 responses to the online questionnaire (Parent View) which the inspector took in to account. She also spoke with a number of parents informally. The 12 responses to the staff questionnaire were also considered.

Inspection team

Caroline Parry, Lead inspector

Additional Inspector

Full report

Information about this school

- The school is much smaller than the average-sized primary school.
- Almost all pupils are White British.
- Pupils from Reception to Year 6 are taught in three mixed-age classes.
- Very few pupils are supported by the pupil premium. The pupil premium is additional funding for those pupils known to be eligible for free school meals and children who are looked after by the local authority.
- The proportion of pupils supported at school action is in line with the national average, the proportion supported at school action plus or with a statement of special educational needs is above with the national average.
- There were too few pupils in Year 6 in 2013 for the government's floor standards to be applicable.
- Since the previous inspection, the school has entered into a federation with another local primary school. There have been several staffing changes, including a new headteacher, who is executive headteacher of both schools. Subject leaders for mathematics and English have also been appointed.

What does the school need to do to improve further?

- Improve the quality of teaching in order to raise pupils' achievement further, especially in mathematics, by ensuring that:
 - opportunities are provided for pupils to practise and refine basic arithmetic skills in other subjects
 - develop pupils' skills and confidence to solve word based mathematical problems
 - set more challenging work, especially for the most able, that will allow them to make quicker progress.

Inspection judgements

The achievement of pupils is good

- Children typically start in the Reception Year with skills that are below those expected for their age. Accurate assessment of the specific learning needs of these children, along with good teaching, results in the large majority leaving the Reception Year with the expected level of skills for their age. At the end of their Reception Year, children are well prepared for Key Stage 1.
- Reception children quickly develop positive learning attitudes, partly as a result of working with Year 1 pupils but also due to the clear guidance given by teachers and their high expectations.
- Pupils continue to make good progress in Key Stage 1, especially in reading. As a result of good teaching of phonics, (linking letters and sounds), pupils make good progress in developing their early reading skills. In the national check of how well phonics is understood almost all pupils met the required standard and all make good progress.
- Pupils continue to make good progress throughout Key Stage 1 and, by the time they take the national tests at the end of Year 2, their achievement is well above average in reading and just above average in writing and mathematics.
- Achievement at the end of Key Stage 2 is maintained in reading and writing, where attainment is above average. Achievement in mathematics is not quite so strong, with the number of pupils meeting the national average dipping to below average in 2013. However, due to effective action taken by the school to provide individualised support to children who are falling behind in mathematics and high-quality training for staff, data shows that pupils are this year making good progress in the subject. This is confirmed by the quality of work seen in pupils' books.
- The daily 'Big Maths' sessions are having a positive impact on pupils' basic arithmetic skills. In mathematics lessons, even young pupils are beginning to use mental arithmetic to solve a variety of mathematical questions.
- The very small cohort of pupils supported by the pupil premium and the most able mean that reference to the attainment of these pupils would potentially identify them. However, as a result of effective support that identifies individual needs all pupils are making good progress. The governors carefully check the impact of support for these groups.
- The progress of pupils who are disabled or who have special education is similar to that of their peers. Those pupils who have fallen behind in reading and spelling receive extra support and most of the pupils who have received this support are now reading and spelling at the level expected for their age.
- Writing is taught systematically and pupils' books show that they are taught to write for a wide range of purposes; for example, an imaginative story, a formal letter and set of instructions. They have opportunities to write for extended periods and the curriculum provides them with stimulating activities to write about. The progress made by pupils in writing is clear to see in their books.
- Pupils read widely and fluently. They have a variety of books to choose from and pupils enjoy talking about their books and the characters in them.

The quality of teaching is good

- Fundamental to the good rate of learning are the positive relationships between pupils and staff. Teachers know their children well and plan lessons that build upon what pupils know and can do, and change the activity if it is too difficult or too easy. Pupils feel confident to ask and answer questions even when they find the task difficult.
- Teachers give pupils clear feedback about their learning and so they know how well they are doing. However, they do not always give them enough time to make these improvements or check that they have made the necessary improvements in their next piece of work.
- Teachers have good subject knowledge which is used to develop challenging and interesting activities. They also encourage all pupils to do their best and praise those who have tried hard, resulting in pupils who are keen to learn and eager to succeed. Pupils work well together. They show respect for one another and help each other with the work. Pupils take a pride in their work and enjoy talking about what they are doing. Work in books is neatly presented.
- Adults who work alongside teachers in lessons support pupils' learning well. They have good subject knowledge and the high-quality training they receive means they are able to take small groups of pupils within the classroom in order to provide age-appropriate work. When working with small groups of pupils, they ask questions which guide pupils' thinking, encouraging them to think for themselves in order to extend their learning. As a result, pupils make good progress.
- Homework is set regularly and supports the learning within the classroom. Pupils say they have a lot of homework.
- Teaching in the Reception Year is good as the teachers have high expectations of the children. There is a good mix between adult and children's own choice of activities, which keep the children interested in their learning.
- The pupils are encouraged to find things out for themselves. For example, when the pupils were making good use of the outdoor area to undertake a variety of learning activities. The teacher stepped back and all the pupils carried on with their learning activity without any help from the teacher, if they needed help they asked one another. All the children could tell the inspector what they were learning.
- Although teaching is generally good, the teaching of mathematics is not as strong as it is in other subjects. The teaching of basic mathematics has improved but lessons do not provide the opportunities for pupils to understand how these skills can be used in other lessons and in daily life. The school has recognised this issue and made changes to the curriculum and subject leadership in order to bring about improvement.

The behaviour and safety of pupils are good

- The behaviour of pupils is good. Pupils play together in the playground and show concern for one another. The inspector was given a tour of the play facilities at lunchtime by a group of Year 1 and Reception pupils who were keen to tell her about how the older pupils play with them and look after them.
- At the end of break and lunchtime, pupils are quick to line up and go into their lessons. In class, they listen to the teacher and follow instructions. They show an eagerness to do their work and

to help one another. However, on the few occasions when they are given activities that are not interesting or sufficiently challenging the pupils may become restless and distracted from their learning.

- The school's work to keep pupils safe and secure is good. Pupils say they feel safe in school and talk about the many things the school does to keep them safe, including lessons on the safe use of the internet, talks by the police and road safety. During the inspection, a group of pupils took their cycling proficiency certificate.
- Pupils say that they are safe because, 'We have rules which are sensible and we know the reasons why we should follow them.' Parents and staff agree that the school is a safe place.
- Pupils are aware of the different types of bullying; for example, cyber-bullying and racism.
- There is some bullying in the school but it is rare and, when it happens, the pupils know who to report it to. They feel confident that it will be dealt with. Most parents agree that bullying is dealt with effectively.
- Attendance is above the national average.
- The school is a caring environment and a lot of emphasis is placed on caring for and supporting others. This is evident in the playground, in the classroom and in assemblies, where pupils have the opportunity to nominate a pupil or teacher for a particular reason. For example, in the assembly observed, pupils awarded their classmates certificates for reasons such as, 'being kind', 'helping someone' and 'being a good friend'.
- There are leadership opportunities for pupils within the school; for example, as school councillors, raising money for charity and leading assemblies.

The leadership and management are good

- The new headteacher provides clear leadership. She knows the strengths of the school and the areas that require improvement. Accordingly, the school's assessment of its performance is accurate and the school development plan accurately identifies areas where the school needs to improve. Most parents feel the school is well led and managed.
- The school is part of a federation with another local primary school and this is having a positive impact on the achievement of pupils. Staff are able to check the accuracy of their assessments of pupil's work across both schools. They make use of subject expertise for training and appoint strong leaders to work across both schools.
- The headteacher has introduced a more rigorous method of tracking pupils' achievement. Teachers now have regular information on the progress and attainment of each pupil which is used to plan targeted support for individuals. Any pupil who is falling behind receives prompt and effective support, ensuring equality of opportunity for all.
- Subject leaders and the special educational needs coordinator monitor the work of staff, track pupils' progress and have a clear understanding of what they need to do in order to improve achievement. The actions taken to improve mathematics and reading for those falling behind have already had a positive impact on standards this year.

- The headteacher has made links with other schools in the area and uses them to train staff in areas where the federation does not have the expertise and to monitor the quality of her work.
- Parents are involved in the education of their child. They have the opportunity to speak to the headteacher each day. Some volunteer to work in the classroom hearing pupils read. They have attended sessions on how to help their children with mathematics.
- The school makes good use of the primary sports funding. This has enabled all pupils to attend swimming lessons at the local sports centre. All pupils can now swim confidently. Pupils have benefited from attending specialist sessions delivered by sports coaches in order to further develop their skills. They have taken part in competitions with other schools and over 50 pupils a week take part in extra-curricular sporting activities. The school has a trained sports coach to teach physical education, and she is training other teachers to support her in teaching physical education. Pupils enjoy physical education and participation rates are high. Physical education lessons have had a positive impact on developing pupils' confidence, enjoyment of sport and, for younger pupils, develop their coordination skills.
- The local authority does not provide support for the school unless it is requested as it considers the school to be providing a good education. It has supported the school this year in reviewing its performance.
- Social, moral, spiritual and cultural education is embedded in the curriculum offered to pupils through topic work. For example, pupils in Years 4, 5 and 6 talk about how buying 'fair trade' products affects the lives of the farmers. Pupils are taught French, Spanish and Italian using specialist teachers. The school has links with a school in France and, every two years, pupils visit Paris. Music is a strong feature of school life and pupils have the opportunity to play the keyboard, piano and the violin. The choir regularly attend church services and sing in the local community. Pupils have the opportunity to take part in residential trips and day trips to the theatre and museums to broaden their experiences.
- **The governance of the school:**
 - The governing body has undertaken a restructure of governance since the previous inspection and has recruited members with a wide range of skills. The effectiveness of its actions can be seen in the rapid improvements already made in the teaching of mathematics and achievement of pupils in this subject. The governing body regularly reviews the school's data about pupils' progress and holds the school to account. Governors are aware of the impact the pupil premium and sports funding are having on pupils' achievement.
 - Governors have a good understanding of how well the school is doing and what needs to happen to improve it still further. They help to write the school development plan and monitor its success through visits to classrooms and through meetings. They attend parent meetings and other school events. They set robust targets for the headteacher's performance and hold her to account for ensuring that staff pay is closely linked to their performance. Governors are rigorous in overseeing the school budget. They are diligent in carrying out their safeguarding duties, ensuring that the school is a safe place for pupils and staff.

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	121084
Local authority	Norfolk
Inspection number	444188

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Primary
School category	Voluntary aided
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	80
Appropriate authority	The governing body
Chair	Joanna Brown
Headteacher	Belinda Allen
Date of previous school inspection	30 March 2010
Telephone number	01485 528230
Fax number	01485 528230
Email address	office@rudham-primary.norfolk.sch.uk

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