

Reffley Community School

Reffley Lane, King's Lynn, PE30 3SF

Inspection dates 3–4 July 2014

Overall effectiveness	Previous inspection:	Requires improvement	3
	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 headteacher, senior staff and governors have successfully focused on improving teaching within the school in order to raise achievement.
- Achievement at the end of Key Stages 1 and 2 is good, especially in writing and reading, and improving in mathematics.
- The achievement of pupils in the Early Years Foundation Stage is good.
- Teachers are particularly successful in choosing activities that interest pupils so that they are enthusiastic to learn.
- Leaders are providing teachers with the training they need in order to continue to improve teaching.
- Teaching assistants effectively support pupils who need extra help with their learning so that these pupils make good progress.
- Pupils feel safe in school. They are well behaved around the school and they have very positive attitudes towards their learning.
- Pupils say they enjoy school and they show a pride in their school and their work.
- Spiritual, moral, social and cultural development within the school is strong.
- Attendance is above average.
- Governors know the school well and they monitor the work of the school rigorously so that they know what the school does well and what it needs to do in order to further improve.

It is not yet an outstanding school because

- The proportion of pupils, especially of the most able, making good progress in mathematics is not as high as it is in reading and writing.
- The gap in achievement between those pupils who are supported by additional government funding and their classmates needs to close more rapidly in Key Stage 2.
- Although teaching standards have improved and teachers are sharing good practice in the classroom it has not yet resulted in outstanding teaching across the school.

Information about this inspection

- Inspectors observed 16 lessons, of which six were observed jointly with the headteacher, deputy head and teaching and learning managers.
- Inspectors looked at samples of work from all age groups. They spoke to pupils about their work during lessons and listened to groups of pupils read.
- Inspectors held discussions with the headteacher, three groups of pupils, four members of the governing body, teaching and learning managers and a representative from the local authority. A discussion was also held with the school improvement partner, an independent education advisor who works with the school.
- Inspectors took account of the 40 responses to the online questionnaire, Parent View, and the results of the school’s own parent questionnaires. Inspectors talked informally to parents during the inspection. Inspectors analysed responses from the 45 questionnaires completed by school staff.
- Inspectors observed the school’s work, looked at progress and attendance information, improvement plans, evidence of the monitoring of teaching, and documents relating to safeguarding.

Inspection team

Caroline Pardy, Lead inspector	Additional Inspector
Lynda Beale	Additional Inspector
Graham Gossage	Additional Inspector

Full report

Information about this school

- The school is larger than the average-sized primary school.
- Most pupils are White British and speak English as their first language.
- The proportion of pupils supported by the pupil premium is below average. 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 disabled pupils and those who have special educational needs supported at school action is below average.
- The proportion supported at school action plus or with a statement of special educational needs is below average.
- A very few children in the Early Years Foundation Stage and in Key Stage 1 are educated off-site for part of the week. They attend the Behaviour Resource Base at St. Michael's School four days a week or the Speech and Language Resource Base at Terrington St. Clement four days a week.
- The school meets the government's floor standards, which set the minimum expectations for pupils' attainment and progress in reading, writing and mathematics by the end of Year 6.

What does the school need to do to improve further?

- To raise the quality of teaching to outstanding by:
 - continuing to share the existing good practice within the school so that any inconsistencies are removed.
- To raise achievement by:
 - teachers raising their expectations for the most-able pupils in mathematics so that the proportion making good progress increases
 - rapidly reducing the achievement gap at the end of Key Stage 2 for those pupils supported by additional government funding.

Inspection judgements

The achievement of pupils is good

- Children join the Nursery at a level below that expected for their age, particularly in literacy and mathematics, but leave Reception well prepared to begin Year 1 because they make good progress as a result of good teaching. There is a strong emphasis on developing their speaking and communication skills.
- From the moment their children start Nursery parents are encouraged to take an active part in their child's learning. They contribute to their learning journals with 'Wow' statements and attend assemblies to see what their child has been doing in school. The information provided by the school allows parents to have an understanding of their child's learning and how to support them.
- Good progress and attainment continues throughout Key Stage 1. The proportion of pupils meeting and exceeding expected levels in their phonics (linking letters and sounds) screening check was above average in 2013 and the current results show that it has improved again this year.
- At the end of Key Stage 1 the proportion of pupils meeting the higher standards in reading, writing and mathematics is well above average. This year's provisional results show further improvement and exceed the 2013 results for reading, writing and mathematics.
- Accurate school assessment data, supported by pupils' current work, shows that standards are again on track to improve with the number of pupils reaching the expected standard at the end of Year 6 to be above the average for 2013 in all subjects. A much higher proportion of pupils are on track to achieve the higher Level 5 in reading and writing but in mathematics the proportion is just below average.
- Pupils have the opportunity to use their mathematics, reading and writing skills in other subjects such as science and topic work.
- Disabled pupils and those who have special educational needs make good progress from their starting points. The school makes good use of available resources to provide for a wide range of pupil needs and provides specialist teachers, for example, a speech and language teacher, for those who require it.
- Pupils supported by the pupil premium funding receive both one-to-one and small-group support and they are now making progress in line with their classmates. The gap at the end of Key Stage 2 between these pupils and their peers is two terms in mathematics and five terms in reading and writing. As a result of appropriately tailored help the gap in attainment has been closing across the school as a whole and in Years 1, 2, 3 and 4 it is much smaller than in Years 5 and 6.
- The more-able pupils make good progress in reading and writing where they benefit from work that is challenging and the 'cold' and 'hot' writing strategy promotes accuracy in spelling, punctuation and grammar as well as the opportunity for pupils to develop different styles of writing. However, in mathematics the pupils have not been provided with hard enough work and as a result progress for these pupils has been average.

The quality of teaching is good

- In the Early Years Foundation Stage teachers provide interesting activities that engage the pupils. For example, children carrying out a role play based on a visit to the doctor were provided with the opportunity for them to practise their speaking, listening and writing skills.

- The teaching of writing is a strength within the school. Looking through pupils' books inspectors noticed the improvement in spelling, standard of handwriting, punctuation, grammar and development of the pupils' vocabulary. This was as a result of pupils completing their 'cold' task and then having the opportunity to improve it by writing their 'hot' task, once it has been marked.
- The teaching assistants have a good knowledge of the needs of the pupils they work with and along with the teacher plan how these needs will be met within the classroom. They effectively work with small groups of pupils or the whole class so the teacher is free to work with those pupils who need support. This results in pupils all making good progress.
- The school has worked hard at improving the standard of marking within the school and as a result marking is carried out regularly and clearly helps pupils to improve their work. Teachers give detailed 'next step targets' which the pupils follow up in order to improve their work. There was much evidence of this seen in all subjects across all year groups. Most teachers are rigorous in making sure that pupils complete their 'next steps task' but inspectors noticed some inconsistency in two classes.
- Teachers have high expectations of pupil behaviour and standard of work and as a result pupils respond quickly to adult requests for them to listen. Consequently very little learning time is lost. Teachers insist on good standards of presentation in pupils' books.
- Good use is made of displays and other resources that allow pupils to decide where they will find out the information, giving them a sense of pride in their achievement.
- Lessons are planned to build upon previous learning. In most lessons the activities are challenging and provide the opportunity for pupils to apply their knowledge and understanding rather than repeat work. This leads to pupils making at least good progress. In mathematics some teachers are not providing the most-able pupils with work that is sufficiently difficult so that they can make rapid progress.

The behaviour and safety of pupils are good

- The behaviour of pupils is good. Pupils quickly settle to their learning and work well together as well as individually. In one lesson a pupil was struggling to read a word and the others on her table all helped her to sound out the word so she could read it. Pupils show high levels of concentration when working.
- Pupils say their teachers are friendly and approachable and always treat them with respect. They feel their teachers want them to be 'the best that they can be' so they make them work hard but are always there to help them.
- Pupils take a pride in their work and this can be seen in their books which contain well-presented work. The pupils enjoyed showing the inspectors their work and talking about it.
- Pupils are welcoming, courteous and friendly. Pupils say they feel safe in school because there is very little bullying or harassment. They understand the school's high expectations for good behaviour. Pupils say that if bullying should occur then staff will deal with it. Most parents agree that the school is a safe place and that bullying is dealt with effectively.
- Pupils are aware of the different types of bullying including cyber and homophobic bullying. The

school helps pupils to keep themselves safe by organising visitors and events covering topics such as road safety, e-safety and talking to strangers. There are also information displays around the school.

- The school's work to keep pupils safe and secure is good. The outdoor play areas are safe and always adequately supervised by adults. The school is secure during lesson time and the pupils know they must report any one they see in the school who is not wearing a visitor's badge.
- Almost all of the staff who completed the questionnaire agreed that the behaviour of pupils in the school is good.
- Pupils are given opportunities for leadership in the school by taking part in the school council, raising money for charity, being an eco-warrior or playground friend.
- The daily circle time activity, where pupils sit in a circle around the room, gives pupils the opportunity to think about their learning and the emotions that may be stopping them learning. Some pupils told the inspectors they enjoyed circle time because it gave them the chance to talk about their feelings.
- The school offers a variety of pupil rewards which they value and those who receive rewards for star writer or maths champion, for example, have their photograph displayed in the school. Pupils say it makes them feel proud.
- The school offers the pupils a range of clubs and activities at lunch time and after school which include drama, public speaking, recorder, speed stacking, football, archery and computer club.
- Attendance has been below average for several years but as a result of effective action by the school is now above average.

The leadership and management are good

- The headteacher, deputy head, governors and teaching and learning managers have successfully focused on improving teaching this year in order to raise achievement. This has been achieved by regularly visiting lessons to observe teaching, looking through pupils' books, talking to them about their learning as well as tracking their progress using data.
- If a pupil is falling behind in their learning the school quickly identifies this and puts a plan in place to support the pupil's learning. This has been very effective in improving the attainment and progress of pupils and in ensuring equality of opportunity for all.
- The teaching and learning managers are well informed about the progress of pupils and quality of teaching within their team. They rigorously monitor the work of staff and hold them to account. They evaluate the performance of their team and have to report this to both the headteacher and governing body.
- The headteacher has a rigorous approach to monitoring the work of the school and her evaluation of teaching in the school, along with identification of the school's strengths and weaknesses, is accurate.
- Leadership of the Early Years Foundation Stage is good. Pupils are well supported in order to develop good learning behaviour. However, the plans to further develop the outside learning area

need to be accelerated.

- The school makes good use of the sports funding it receives. It employs a team of specialist sports coaches to deliver sports education to all pupils as well as to train teachers so that they can deliver sports education. Pupils all say they enjoy sport and participation rates in lessons are high. Physical education lessons have had a positive impact on developing pupils' confidence and enjoyment of sport. A sports coach also runs lunchtime activities. In the next academic year the school will be taking part in inter-school competitions.
- The sports funding is also having a positive impact on boys' reading because one of the coaches runs a weekly lunchtime reading club for boys. This is well attended and the boys that attend say they enjoy reading. He has also organised 'dads and lads' and 'dads and girls' challenge days which have been successful.
- In order to improve teaching the headteacher, supported by the governors, has made sure that all teachers have had the opportunity to visit outstanding teachers in other schools and access to top quality trainers as part of their training. Teachers are unanimously enthusiastic about the quality of the training they have received this year. Several staff stated that they feel this has allowed them to move the school forward.
- Teachers' performance in the classroom is closely linked to the achievement of their pupils and the schools action plan. Good practice within the school is shared and links have been made to share good practice with other schools.
- The local authority has provided support for the school this year in order to help them validate their judgements on teaching and the standard of pupils' work. It has also provided training for staff on subjects such as the new curriculum.
- The school has had to concentrate on raising achievement in mathematics, reading and writing but it has not affected the other subjects pupils are taught. Pupils have access to a wide range of subjects including French, drama, dance and information technology. It makes good use of the specialist facilities at the high school to enhance the learning of the pupils. It ensures that pupils are ready for their next stage of education.
- The school works in close partnership with other schools. The schools work together in order to share good practice in teaching, validate marking, and run training sessions for staff. It also allows the school to run master classes for pupils such as the recent maths and science master class that was run on a Saturday for more-able pupils.
- The school makes good provision for the social, moral, spiritual and cultural development of the pupils who are encouraged to have an understanding of the beliefs of others and to respect them for their differences both within the school and the wider world through displays, circle time and religious education lessons. Curriculum activities are designed to encourage pupils to learn about their world. For example, as part of their sports lessons they have raised money for children in school in Ghana so they can buy footballs. Pupils also took part in the national project on 'Stereotypes' and some of the work of Reffley School pupils was published.
- **The governance of the school:**
 - The governing body has undergone a review since the last inspection and as a result there is now a well organised structure of committees that review various aspects of the school's work. Governors undergo the training necessary to carry out their roles effectively and make the best use of expertise within the group. Through careful budgeting they have taken action to ensure that the headteacher has the resources she needs to improve standards within the

school. This has resulted in the appointment of extra teachers in order to reduce class sizes in Years 5 and 6 along with extra money for staff training. Governors monitor the impact of this work closely including visits to the school to see it in operation. Visits have focused on marking, teaching, pupil behaviour and the learning climate.

- The governors understand the school data, how the pupil premium money and sports funding is being spent and the impact it has on improving the achievement of pupils. They understand the link between pupil performance and pay progression for teachers. They scrutinise every pay award and rigorously monitor the performance of the headteacher. They are involved in writing and monitoring the school improvement plan.
- They are diligent in carrying out their safeguarding duties and oversee the finances effectively.

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	120925
Local authority	Norfolk
Inspection number	442034

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	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	430
Appropriate authority	The governing body
Chair	David Beck
Headteacher	Pamela Foskett
Date of previous school inspection	19 March 2013
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