

# Frettenham Primary Partnership School

16 School Road, Frettenham, Norwich, NR12 7LL

**Inspection dates** 25–26 September 2014

|                                |                      |             |          |
|--------------------------------|----------------------|-------------|----------|
| <b>Overall effectiveness</b>   | Previous inspection: | Good        | 2        |
|                                | This inspection:     | <b>Good</b> | <b>2</b> |
| Leadership and management      |                      | Good        | 2        |
| Behaviour and safety of pupils |                      | Good        | 2        |
| Quality of teaching            |                      | Good        | 2        |
| Achievement of pupils          |                      | Good        | 2        |
| Early years provision          |                      | Good        | 2        |

## Summary of key findings for parents and pupils

### This is a good school.

- A strong sense of teamwork pervades the school's work. The staff work well together to improve learning and as a result achievement has risen.
- Subject leaders have a good understanding of the strengths and areas for development in their subjects. They check how well pupils are doing and provide support to help them catch up when any fall behind.
- Pupils behave well in lessons and around the school. They enjoy coming to school and feel safe. Their attendance is above average.
- Teachers mark pupils' work by clearly showing pupils how to make improvements, especially in writing. Pupils use this guidance to make their work better.
- The governing body has benefitted from considerable training and holds school leaders to account well as they strive to ensure that all pupils have the same chance to be successful.
- Pupils' spiritual, moral, social and cultural development is strong. Assemblies promote key 'values for life', including tolerance and respect.
- Children in the Reception Year quickly settle in to school and develop positive attitudes to their learning. These are carried with them as they move through the school and help them to be successful and make good progress.

### It is not yet an outstanding school because

- The new approach to teaching phonics has not had enough time to impact on reading in Key Stage 1.
- Whilst the content of pupils writing is good their handwriting is untidy and they do not present work neatly.
- Too few pupils make outstanding progress in mathematics.

### Information about this inspection

- The inspector observed teaching and learning in all classes. She saw six lessons, all of which were jointly observed with the headteacher.
- The inspector listened to pupils read and observed the teaching of phonics in all classes.
- Meetings were held with the headteacher, subject leaders, the Chair of the Governing Body and four other governors. A phone meeting was held with a representative of the local authority. The 11 responses to the online survey, Parent View, were considered, together with the 12 responses to the staff questionnaire. The inspector also spoke to a number of parents during the inspection.
- The inspector and the headteacher looked at the work in pupils' books and the work displayed in all classrooms. She spoke to pupils about their lessons and their work.
- A number of documents were examined including: improvement plans, records of meetings of the governing body, 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-sized primary school.
- Pupils are taught in three mixed-age classes: one for pupils in Reception and Year 1; one for pupils in Years 2 and 3; and one for pupils in Years 4, 5 and 6.
- Almost all pupils are White British.
- The proportion of pupils supported by the pupil premium, which supports pupils known to be eligible for free school meals, is below average.
- The proportion of pupils who are disabled or who have special educational needs supported at school action plus or with a statement is above average. No pupils are supported at school action.
- There are too few pupils in Year 6 for the government's floor standards, which set the minimum expectations for pupils' attainment and progress, to be applicable.
- The school works in formal partnership with Hainford Primary Partnership School. Both schools share a headteacher and governing body but are inspected separately.
- The school has very recently joined in partnership with St Faith's Church of England Primary School. Both schools share a headteacher but have a separate governing body.
- The headteacher has been in post since September 2014.

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

- Improve the teaching of phonics so pupils learn the sounds letters make more quickly and are able to use this to help them read.
- Improve achievement in mathematics by setting more challenging work, especially for more-able pupils.
- Improve the teaching of handwriting so pupils present their work neatly.

## Inspection judgements

### The leadership and management are good

- The new headteacher has high aspirations for the school; his initial monitoring shows an accurate view of the school's strengths and areas for development. He has the full support of staff and responses to the staff questionnaire show that morale is very high.
- Leaders, including governors, work well as a team to review progress data, information about the quality of teaching and work in pupils' books to plan improvements to the quality of teaching; as a result achievement has risen over time.
- The headteacher has established positive relationships with parents and has already planned to increase the frequency of formal reporting to parents to share information about how well their children are doing in school. There is daily contact between teachers and parents to discuss any immediate issues or successes with pupils' learning.
- Targets set for teachers are used to improve the quality of teaching and are clearly linked to pupils' progress. Teachers attend numerous courses to further improve their teaching and they engage in discussions with each other about good learning.
- The special educational needs coordinator makes good use of information about how well pupils are doing to introduce and monitor small group teaching to help pupils catch up. As a result, pupils who are disabled or who have special educational needs make good progress.
- Leaders were well prepared for the introduction of the new National Curriculum. They are already using a new assessment system in all year groups to assess pupils' progress in reading, writing and mathematics. Pupils are confident in explaining how these assessments are used to set them targets to improve their work.
- Subject leaders monitor their subjects well. They use performance data and work scrutiny to plan improvements. This has improved pupils' creative writing and reading comprehension in English and their ability to use and apply mathematical knowledge and understanding in problem-solving activities.
- Pupils' spiritual, moral, social and cultural development is strong. A well-planned scheme of assemblies, enhanced by weekly circle time sessions, in which each class discusses the key theme of the assembly, teach pupils core values of tolerance and respect. Pupils apply these values to their own lives as they work and play happily alongside each other.
- Pupil premium funding supports the employment of an additional teacher to enable pupils to be taught in small groups. School data and work in pupils' books show these pupils make good progress.
- Additional funding for primary school sport has been spent on equipment, staff training and specialist staff. Pupils enjoy physical education lessons taught by a highly skilled sports coach. Their health and fitness levels are high. In the last year, and for the first time, they have won a number of sports competitions including football and tri-golf, a type of golf for primary age pupils.
- The local authority has monitored achievement and, seeing good progress, has provided minimal support to the school. It is currently supporting school leaders, including governors, in the technicalities involved in forming a three-school federation.
- **The governance of the school:**
  - The governing body have recently reviewed their own effectiveness, including how well it monitors pupil premium spending. They know the impact of spending on this group of pupils.
  - The review has enabled all governors to hold leaders to account by asking challenging questions in meetings and during monitoring visits.
  - Governors responded professionally to their review and ensured that they became up to date with

requirements relating to the new National Curriculum and new assessment processes. They have received presentations from staff about the school's trialling of new assessment practices so are well placed to help review its impact in the future.

- Governors make good use of nationally published data, including the *Data Dashboard*, alongside progress information for all year groups, to review how well different groups are doing.
- Governors monitor the use of the pay policy to make sure that salary progression is linked to good pupil progress.
- Governors ensure that all statutory safeguarding requirements are met.

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

- The behaviour of pupils is good. Pupils are confident and determined learners. This determination helps them stick at tasks they may find difficult because they know they can learn from their mistakes and ultimately be successful.
- Pupils are excited to come to school each day because they like their teachers and enjoy their learning. They are punctual each morning. Attendance has risen in recent years from previously low levels to be above average.
- The school has a voluntary uniform policy. However, every pupil wears the uniform because they are proud to be part of the Frettenham community.
- School records show there has been just one incident of racist language being used in the last three years. This was dealt with and recorded appropriately. Such incidents are rare because pupils are respectful of those from other cultures.
- Pupils report that incidents of misbehaviour are infrequent. They say there is no bullying and that any adult in the school will help them if friends fall out with each other.
- In class discussions, pupils listen carefully to their teachers and to each other and this helps them make good progress.
- The school's work to keep pupils safe and secure is good. Records are comprehensive and fully up to date. Safeguarding policies and practices are followed by all staff.
- Pupils have a good understanding of how to keep safe in a variety of situations including when using the internet.
- Pupils look after their school and keep their classrooms tidy. They look after the extensive resources available to them and their school books. However, the presentation inside their books, including their handwriting, is untidy.

### **The quality of teaching** is good

- Teachers know their pupils very well. They use this information, together with their good subject knowledge, to plan lessons that pupils enjoy. As a result, pupils make good progress in their learning.
- Work in lessons encourages pupils to think carefully for themselves. Work is often set as a series of challenges; pupils clearly enjoy these lessons and make good progress. In a Year 2 and 3 mathematics lesson pupils were excited to complete an investigation into odd and even numbers and used their knowledge of addition and subtraction well to help them solve the problem. These challenges are not always hard enough for more able pupils and as a result their progress is slower.
- Teachers assess how well pupils complete tasks during lessons, and more formally when completing extended writing or mathematical investigations, to set targets for pupils to improve. Targets are shared

with pupils and recorded in their books. Pupils of all ages can discuss their targets and what they need to do to make their work better. This approach has been in place for over a year and is helping pupils to make more rapid progress.

- Teachers mark pupils' work well, especially in writing. Pupils are set clear targets for improvement, which they are quick to use to make their work better. Following this success and faster progress in pupils' writing scores a similar system is being introduced in mathematics. Whilst in its initial stages evidence seen on inspection showed it is beginning to impact positively on pupils' progress in mathematics.
- Teachers ask good questions and pupils enjoy sharing their ideas with their classmates. Questions make pupils think carefully for themselves and they enjoy sharing their ideas with their classmates and teachers.
- Teachers work closely with teaching assistants to plan activities to help pupils with special educational needs. The progress made by these small groups is checked by the special educational needs co-ordinator and class teachers. The support helps these pupils catch up.
- There are regular handwriting lessons but pupils do not apply these skills in their English and mathematics books so their presentation remains untidy.
- Teachers teach pupils to recognise sounds in a variety of situations, for example, in different books or writing on the interactive white board. However, they do not always point out the key phonics sounds, for example *ing* and *er*, that are being learnt which limits progress in these lessons.

### The achievement of pupils is good

- In this small school, the number of pupils in each year group varies considerably. Given their starting points, pupils make good progress in reading, writing and mathematics.
- It is not possible to comment on the attainment of disadvantaged pupils without identifying individuals. However, they make the same good progress as their classmates.
- Pupils who are disabled or who have special educational needs receive good additional support, which helps them learn more quickly, and they also make good progress.
- From their varying starting points, pupils make good progress in Key Stage 1. In 2013 pupils attained standards in line with national averages by the end of Year 2. In 2014 this improved and the majority of pupils attained the highest level 2 in reading and mathematics
- In 2013 by the end of Year 6, pupils attained scores in reading and writing that were one term ahead of pupils nationally. In mathematics, attainment was at the same level found nationally. Unvalidated 2014 data shows pupils attainment has risen in reading and writing with half of the pupils attaining level 5. In 2014 all pupils attained level 4 in mathematics but the percentage reaching level 5 was below average.
- Pupils are given many opportunities to write and use their mathematical skills in other subjects and this helps them make good progress in English and mathematics in all year groups.
- Pupils are eager to learn and they all appreciate and use helpful comments their teachers make about how to make their work better. This dialogue between pupils and their teachers has helped achievement improve over recent years.
- School data concurs with national data that more-able pupils do not make as much progress as they are capable of in both key stages. These pupils are not challenged enough in lessons to enable them to make the rapid progress of which they are capable.
- Results were low for the 2013 Year 1 phonics screening check. However, by the time this group of pupils reached the end of Year 2, when pupils are rechecked, results improved to be above the national figure

including in the reading comprehension assessments. A new approach to the teaching of phonics has been introduced in Reception and Year 1 but it is too early in the academic year to see its impact.

### The early years provision

**is good**

- Standards on entry to Reception vary because of the small number of children who join each year. There are good links with pre-school settings and staff use the information from these settings, together with their own frequent assessments, to plan learning activities which help children to develop their skills quickly.
- Leaders have introduced good systems for checking the quality of teaching in Reception and the impact it has on children's progress. The percentage of children reaching a good level of development in 2014 was much higher than the national figure, meaning children were very well prepared to join Year 1.
- Behaviour is good in Reception; children have positive attitudes to learning and are very excited to be in class. They enjoy sharing their learning with each other, their teachers and visitors. A small group successfully negotiated with each other how to take turns with driving the truck they had built to the satisfaction of all the children involved and without needing to refer to an adult for guidance.
- Good links are established with parents, and parents contribute to children's 'learning journeys' with key experiences from home.

## 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> | 120809  |
| <b>Local authority</b>         | Norfolk |
| <b>Inspection number</b>       | 448172  |

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>                     | Community                        |
| <b>Age range of pupils</b>                 | 4–11                             |
| <b>Gender of pupils</b>                    | Mixed                            |
| <b>Number of pupils on the school roll</b> | 66                               |
| <b>Appropriate authority</b>               | The governing body               |
| <b>Chair</b>                               | Toni Rhodes                      |
| <b>Interim Headteacher</b>                 | John Marshall-Grint              |
| <b>Date of previous school inspection</b>  | 4 May 2010                       |
| <b>Telephone number</b>                    | 01603 737405                     |
| <b>Fax number</b>                          | N/A                              |
| <b>Email address</b>                       | office@frettenham.norfolk.sch.uk |

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