

Walsingham CE VA Primary School

Wells Road, Great Walsingham, Walsingham, NR22 6DU

Inspection dates 8–9 October 2014

Overall effectiveness	Previous inspection:	Not previously inspected
	This inspection:	Good 2
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.

- The school benefits from strong leadership by the headteacher. She is well supported by the deputy headteacher, governors and staff who are all committed to improving teaching and learning.
- Pupils of all abilities make good progress in their learning, and the proportion who make outstanding progress in reading, writing and mathematics is increasing quickly.
- Teaching is consistently good. Teachers set high expectations and plan creative learning activities. These capture pupils' attention and interests, and help them to make good progress.
- The school's work to keep pupils safe is good. Pupils manage their own behaviour with maturity. They are polite, courteous and speak to visitors with confidence.
- Pupils enjoy coming to school and attend punctually. Attendance has improved so that it is now average.
- Leaders monitor teaching and learning closely and standards have improved as a result. Governors regularly check pupils' progress, and challenge school leaders to secure the best outcomes for them.
- The school has made good progress with developing its preferred approach to assessment. It provides good support for schools in the Pilgrim Federation of Church of England Primary Schools.
- Governors ensure that the curriculum delivers a broad set of learning experiences, which are supported by personal and social education, assemblies, educational visits, clubs and activities. All of this promotes pupils' good social, moral, spiritual and cultural development, so they are respectful, tolerant and collaborative.
- Provision in the Early Years Foundation Stage is good. Teachers are creative and skilful in planning children's learning to ensure that they make good progress.

It is not yet an outstanding school because

- Pupils do not have sufficient opportunities to practise writing and numeracy across different subjects.
- Parents are not fully involved in supporting their children's learning in the Early Years.
- Teachers do not always plan writing activities using the information they have about pupils to closely match the tasks to pupils' abilities, particularly for the most able.

Information about this inspection

- The inspector observed six lessons. Three of these observations were completed with either the headteacher or deputy headteacher. The inspector also observed pupils at breaks and lunchtimes, and attended registration and assembly.
- The inspector listened to pupils read, and observed reading lessons and the teaching of phonics (the sounds that letters make).
- Discussions were held with pupils, staff, parents, governors, a representative from the local authority and the headteacher.
- There were too few responses to the online questionnaire (Parent View) for these to be displayed but the inspector took account of informal conversations with parents. She also took account of the 12 responses to staff questionnaires.
- A wide range of documents was examined, including samples of pupils' work, information about pupils' progress, information about the monitoring of teaching and learning, the school's development plan and view of its own performance, records of governors' visits to the school, minutes of governing body meetings, records of any poor behaviour, and safeguarding documents.

Inspection team

Sherry Gladwin, Lead inspector

Additional Inspector

Full report

Information about this school

- Walsingham Church of England Voluntary Aided Primary School was closed and re-opened on 1 April 2013. The school is part of the Pilgrim Federation of Church of England Primary Schools. When its predecessor school, Walsingham Primary School, was last inspected by Ofsted, it was judged to be good.
- The headteacher took up post in April 2013 and the deputy headteacher took up post in September 2013. They both have responsibility for the leadership of the four schools in the Pilgrim Federation of Church of England Primary Schools.
- The school is much smaller than the average-sized primary school.
- Pupils are taught in mixed-aged classes. Pupils in Reception, Year 1 and Year 2 are grouped together, as are pupils in Years 3 to Year 6.
- All pupils are White British and there are no pupils who speak English as an additional language.
- The proportion of pupils who are eligible to receive the pupil premium is well above average. This is additional funding for pupils in local authority care and those known to be eligible for free school meals.
- The proportion of pupils supported through a statement of special educational need or with an education, health or care plan is well above average.
- Because the number of pupils in Year 6 is small, the government's floor standards, which set the minimum expectations for progress and attainment, are not applicable in this school.

What does the school need to do to improve further?

- Further improve teaching and raise achievement by:
 - providing more opportunities for pupils to practise their writing and numeracy skills across a wide range of subjects
 - ensuring that teachers use the information they have about what pupils know and can do in order to plan writing activities more closely matched to pupils' capabilities, particularly to provide stretch and challenge for the most able
 - developing closer links with the parents of children in the Early Years Foundation Stage to support home learning and speed up children's progress.

Inspection judgements

The leadership and management are good

- The headteacher sets high expectations for the quality of teaching and achievement. These expectations are shared by governors, staff and parents, and they underpin the good improvement in teaching and learning since the school reopened.
- Pupils are assessed regularly and their progress is rigorously checked against targets each half term. Staff discuss each child's progress and arrange effective support for those who are falling behind.
- Governors, senior leaders and subject coordinators have an accurate understanding of the school's strengths and areas for development. The school's self-evaluation provides an accurate assessment. The key priorities identified link well to the targets in the school development plan.
- Leaders are focused on improvement. They closely check the quality of teaching in lessons each term. Senior leaders report outcomes to governors, who ask challenging questions about the quality of teaching and the action taken to improve it. Leaders benefit from being able to share and learn from different approaches to teaching taken by other schools in the Pilgrim federation.
- The school is developing its preferred approach to assessment to support the new National Curriculum. Leaders are working successfully to support other schools in the federation.
- The new National Curriculum has been adapted creatively so it enables pupils to study of a wide range of topics through themes which link different subjects together. The opportunity to join sports clubs to learn activities such as fencing and archery provide pupils with memorable experiences. Educational visits and residential trips support classroom learning. Assemblies are used well to promote tolerance and respect for individuals from all walks of life and prepare pupils for citizenship and life in modern Britain. Consequently, pupils have a well-developed sense of right and wrong, behave with maturity and help to make the school a safe place.
- Staff appraisal targets are well thought through by leaders, and teachers' performance is managed tightly. Their progress against clear targets, linked to the school development plan, is tracked to ensure continual improvement in teaching and learning. There is good capacity in leaders to sustain improvement.
- Subject leaders are growing in their roles and effectiveness. They work closely with senior leaders, providing support and guidance for other members of staff. They observe lessons and check pupils' exercise books to ensure that pupils make good progress, have positive attitudes and present their work to the high standards set out in the school's policies. The staff team are united in wanting the best for pupils and they discuss teaching on a regular basis in order to share best practice.
- Good support from the local authority has enabled governors and subject leaders to develop the knowledge and skills required for effectiveness in their roles.
- Expert tuition and unusual activities, such as fencing and archery, are provided for pupils as a result of the primary sports funding. The quality of physical education teaching has improved because teachers benefit from expert coaching and opportunities to team-teach with specialists.
- Parents are supportive of the school and recognise the recent improvements. The school is building effective links with parents through its website, newsletters and subject workshops, which have covered areas such as phonics. However, it has not ensured that all parents of children in the early years are helped to support their child's learning at home.
- Equality of opportunity is promoted well and the school is free from discrimination or bullying.

■ The governance of the school:

- The governing body carries out its duties effectively. Governors are highly skilled and bring a range of professional experiences to their role. They keep up to date through regular training, including on how to use the school's latest performance and other data. They are aware of national developments and the responsibilities they have for the curriculum, assessment, and the promotion of British values and pupils' spiritual, moral, social and cultural development.
- Governors have a clear strategic plan for the school and are committed to achieving high standards in teaching and learning and raising achievement for pupils. Their regular visits to the school, together with progress reports from senior leaders, keep them informed of the school's strengths and areas for development. They regularly check the progress of pupils against the challenging targets that are set for them.
- The school's finances are managed effectively. The governing body appraises the headteacher's effectiveness against agreed targets and checks that staff appraisal is conducted properly. Governors link teachers' pay progression to the effectiveness of teaching. The pupil premium is used prudently, and governors can account for how it is spent and the impact it has on the achievement of eligible pupils. Governors see to it that the sport funding is managed prudently to provide enriching activities for pupils.

The behaviour and safety of pupils are good

Behaviour

- The behaviour of pupils is good. Pupils are polite, courteous and confident. They readily engage in conversation about their work and they are friendly to visitors. From the start of the Reception Year, pupils are considerate and demonstrate respect and tolerance. Pupils collaborate well together when asked to work in pairs or small groups.
- Attitudes to learning are good. Pupils are enthusiastic and possess a love of learning. This was demonstrated in a science lesson, where pupils did not want to go out to break but were keen to stay in to complete their work about magnets.
- Pupils enjoy coming to school and demonstrate a willingness to concentrate, work hard and persevere when work is challenging. Positive attitudes to learning support their good progress. Pupils listen well and take turns to share ideas.
- Pupils develop leadership skills through opportunities to sit on the school council or act as buddies to younger pupils. Pupils take responsibility for checking their own learning and agree the targets set for by teachers for improvements in their work. They respond to teachers' comments and redraft work as requested. They take pride in their efforts and in the school.
- Consistently high expectations and skilled behaviour management shape the culture of the school. All pupils have signed up to a behaviour charter, and appreciate the praise and rewards they receive. No pupil desires to be moved down the behaviour ladder, which allows for a fresh start each day. There have been no permanent or fixed-term exclusions.
- Attendance has improved so that it is now broadly average. There are effective systems for encouraging good attendance. Additional funding is used to follow up absence from school and so helps to ensure the good attendance of disadvantaged pupils. Punctuality is good, and lessons start on time.
- Good systems are in place to report and record unacceptable behaviour. Incidents are carefully investigated and parents are contacted where necessary. The school's behaviour policy supports very effectively pupils' behaviour for learning in the classroom.
- Case studies testify to the school's successful work with pupils who experience difficulties with learning or behaviour. Good links with external agencies support pupils and their families in developing strategies for effective self-control. Consequently, pupils gain the skills necessary to succeed in learning, manage their own behaviour and become responsible citizens.

Safety

- The school's work to keep pupils safe and secure is good. The school site is safe and secure. Good procedures are in place to check and monitor visitors to the school.
- Pupils engage in a range of learning activities, such as safe cycling, e-safety and road safety. Visitors attend lessons and assemblies to support pupils' personal, social and health education. There is effective support for parents and pupils in relation to safe use of the internet and email.
- Spiritual, moral, social and cultural development is strong. Pupils have a well-developed sense of right and wrong. They treat others with respect and kindness. Incidents of unacceptable behaviour have reduced significantly. Pupils understand that bullying in its various forms is wrong. The school is free from sexist, racist and homophobic bullying. Pupils are confident that should unacceptable behaviour occur, it will be dealt with swiftly and effectively by staff. Adults encourage pupils to resolve any differences through discussion and offering an apology for hurt feelings. The playground is safe.

The quality of teaching is good

- Teachers are enthusiastic and communicate a love for learning to pupils. They possess good subject knowledge and use the information they have about pupils to plan imaginative, engaging learning activities. Pupils are responsive, enthusiastic and work with enjoyment to make good progress.
- A range of outdoor experiences, including the 'forest school' outside learning area, support and consolidate classroom learning. Teachers arrange well-designed practical activities which enhance pupils' understanding and make their learning relevant. In the Reception class, for example, children linked their outdoor play and learning to work about castles.
- Teachers have good rapport with pupils because they treat pupils respectfully and set good examples through their actions and speech. Teachers and pupils collaborate to create a calm and purposeful school.
- Classrooms are vibrant and well-organised places in which pupils learn quickly. Good-quality displays grace the walls. These raise expectations and provide helpful teaching aids.
- Teachers manage behaviour skilfully. They set high standards and expect pupils to work hard. They make sure that pupils understand the purpose of the learning and know what is expected of them. The school's high expectation of the quality of pupils' presentation and handwriting are applied consistently well by all staff. Pupils respond by taking pride in their work and they are developing good use of the cursive script when writing in their books.
- Teachers and teaching assistants have benefited from recent training, particularly in phonics. They collaborate to plan and support pupils' learning in and out of the classroom. Disabled pupils and those who have special educational needs receive effective support and make good progress.
- Teachers skilfully use questions to check pupils' understanding and assess their progress in lessons. They challenge pupils to think, and they foster good speaking and listening skills. Adults model good vocabulary which helps pupils' language development.
- Marking is consistently good. Teachers apply the school's policy and mark classwork and homework accurately and regularly. Teachers' constructive comments recognise pupils' achievement and effort and show them how to improve their work.
- The mixed-age classes are managed effectively. Teachers generally plan activities so that pupils can progress according to their ability and are not limited to working only with pupils of the same age.
- Reading, writing, mathematics and communication are taught to a good standard. Where writing and mathematics are reinforced in other subjects, pupils make faster progress but there are not enough opportunities for this. Writing tasks are not always closely matched to pupils' abilities to provide sufficient

stretch and challenge, particularly for the most able.

The achievement of pupils is good

- Children mostly start in the Reception Year with skills and abilities that are well below those typically expected for children their age. Skilful teaching supports children's good progress so that they achieve outcomes closer to those expected for their age by the end of the Reception Year. They are prepared well for entry to Year 1.
- Pupils accurately apply their phonic knowledge to their reading and writing. Recent training for teachers, in phonics and its application to writing, has significantly improved the quality of teaching. Pupils demonstrate good confidence, knowledge and skill in their reading. This is reflected in the good improvement in the 2014 national phonics screening check, which was above the national average. The school's assessment information shows that Year 1 pupils are on track to achieve similarly above-average outcomes in 2015.
- In 2014, Year 2 pupils attained above-average standards in reading. Attainment in writing and mathematics was below average. The school has successfully tackled this, which was due to a legacy of past underachievement. The quality of teaching has improved, which is leading to higher attainment in Key Stage 1. The school's assessment information shows that current Year 2 pupils are on track to attain standards in line with the national average.
- In 2014, Year 6 pupils attained standards in reading, writing and mathematics that demonstrated good progress in relation to their starting points. The school's assessment information shows that current Year 6 pupils are on track to attain standards in line with national averages in 2015, which again represents good progress.
- In Year 6, in 2014, there were too few pupils eligible for pupil premium funding to report on their attainment without identifying individuals. The additional funding is used well to support eligible individuals throughout the school. As a result, the progress of disadvantaged pupils in reading, writing and mathematics is often better than that of classmates.
- Disabled pupils and those who have special educational needs make good progress in relation to their starting points. This is due to well-directed help from all adults, including teaching assistants, which provides effectively for all individuals and ensures that each pupil is equipped with age-appropriate knowledge and skills.
- The most-able pupils make good progress and some make outstanding progress. Where writing tasks are closely matched to their abilities, pupils make outstanding progress.

The early years provision is good

- Children of all abilities make good progress because of the good provision, including teaching, that they receive. Learning is well planned and flexible to meet the needs of learners. Children are prepared well for entry to Year 1.
- Teaching is consistently good. Adults take time to get to know each child. They use questions effectively to assess each child's progress. Good use is made of inside and outside learning areas to create stimulating activities that appeal to children's imagination and natural curiosity. Children are encouraged to explore and develop their communication and social skills.
- Children have a good understanding of right and wrong. They are keen to please and they behave well. Clear routines are established when they start school, which helps them to settle quickly into school life. They get on well with adults and other children.
- Parents are supported with home learning through phonics workshops and regular newsletters. However,

the school has yet to ensure that all parents take advantage of these opportunities to support their children's learning at home in order to help them make faster progress.

- The leadership and management of the Early Years Foundation Stage are good. Learning journeys folders provide staff and parents with a good record of children's progress. Assessment of learning is accurate and used carefully to plan both adult-led activities and those the children choose for themselves.

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	138797
Local authority	Norfolk
Inspection number	439930

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	33
Appropriate authority	The governing body
Chair	John Burrows
Headteacher	Mary Dolan
Date of previous school inspection	Not previously inspected
Telephone number	01328 820265
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