

Reepham Primary School

School Road, Reepham, Norwich, NR10 4JP

Inspection dates 10–11 December 2014

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Requires improvement	3
Leadership and management		Requires improvement	3
Behaviour and safety of pupils		Good	2
Quality of teaching		Requires improvement	3
Achievement of pupils		Requires improvement	3
Early years provision		Good	2

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- The progress pupils make in Key Stages 1 and 2 requires improvement. Attainment throughout the school remains broadly average.
- The quality of teaching is not consistently good to enable pupils to make good progress.
- Teachers do not always set work at the right level to help the most- and the least-able pupils make good progress, particularly in mathematics.
- Pupils' work in books does not always reflect their abilities. Across the school, teachers' expectations for pupils to present their work neatly are not high enough. Handwriting is not taught well enough to help pupils develop a neat and cursive style.
- The school's development plan identifies appropriate areas for improvement. However, it does not set measurable targets and timescales so that regular checks can be made to see if improvements are sufficiently rapid.
- The senior leaders are still developing their monitoring roles. Consequently, the monitoring of teaching has not been sufficiently rigorous to bring about improvements quick enough.
- Governors do not question the headteacher enough to see if pupils can make more rapid progress.

The school has the following strengths

- Children have a good start to their education in Reception. They make good progress in learning early literacy and numeracy skills and developing good learning habits. They are well prepared for their start in Year 1.
- The headteacher has secured help from the local authority to enable her and the senior leaders to develop their monitoring roles. There is now a clear picture of what needs to improve which is shared with governors.
- Pupils feel safe in school and behave well in lessons and around the school. They are responsible and considerate young people who contribute a good deal to the friendly community ethos of the school.
- The wide range of subjects taught has an emphasis on developing pupils' creative talents. Standards of creative work are high and pupils are very proud of their artistic achievements.

Information about this inspection

- Inspectors visited 13 lessons. Four of the observations were carried out together with the headteacher.
- Inspectors visited break times and assemblies.
- Meetings were held with the headteacher, governors and staff. Inspectors spoke with separate groups of pupils from Year 2 and Year 6 as well as the school council and school sports leaders.
- A discussion was held with a representative of the local authority.
- Inspectors looked at a wide range of school documentation including: the school's own evaluation of its performance and its improvement and development plan; information about pupils' progress and the support given to pupils who have special educational needs and those who are disadvantaged. Inspectors also looked at records of leaders' monitoring of teaching, and those relating to safeguarding, behaviour and attendance.
- Inspectors looked at pupils' work in all year groups and heard some pupils from Year 1 read.
- This inspection was part of Ofsted's Parent View (online questionnaire) pilot for free-text comments from parents and carers. The views of the 60 parents and carers who responded to the questionnaire were taken into account along with 21 responses to the staff questionnaire. Inspectors also took account of the school's own recent questionnaire completed by 138 parents.

Inspection team

Cheryl Thompson, Lead inspector

Additional Inspector

David Westall

Additional Inspector

Full report

Information about this school

- This school is an average-sized primary school. Children in the Early Years Foundation Stage attend the Reception class full time.
- The proportion of disabled pupils and those who have special educational needs, at approximately 19%, is broadly average.
- The proportion of disadvantaged pupils supported by the pupil premium, at 16%, is below average. This extra funding is for pupils known to be eligible for free school meals and those in care.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in reading, writing and mathematics by the end of Year 6.
- Since the previous inspection, there has been one member of staff change.
- There is a breakfast club and an after-school club on the premises. These are privately managed and are inspected separately.

What does the school need to do to improve further?

- Improve teaching in order to raise pupils' achievement by ensuring that teachers:
 - set high expectations for achievement, especially for the most- and least-able pupils, by providing challenging learning activities which are neither too easy nor too difficult
 - make sure that pupils in Year 1 build on the good progress they made in Reception and continue their good rate of learning
 - make sure that pupils develop a secure understanding of what they are learning in mathematics before moving them on to the next step
 - teach handwriting skills systematically and give pupils time to practise regularly to refine their skills
 - set high expectations for pupils to present their work to the best of their ability.
- Strengthen the impact of monitoring by leaders and governors on pupils' achievement by ensuring that:
 - senior leaders are allocated time to put their recent training into practice and check on pupils' work and teaching in lessons rigorously and regularly
 - the outcomes of monitoring are used to help teachers improve their practice
 - the school development plan includes measurable targets and timescales so that governors can hold the school to account for improvements.

An external review of governance should be undertaken in order to assess how this aspect of leadership and management may be improved.

Inspection judgements

The leadership and management

requires improvement

- Leaders have not brought about improvements quickly enough. Their checks on the quality of teaching and how well pupils are learning lack rigour and precision. As a consequence, they do not pick out exactly what teachers need to do to improve their practice and help them to do so quickly.
- The senior leaders of Key Stage 1 and 2 provide good role models in their own teaching. However, they have few opportunities to observe colleagues and help them improve their practice. They do, however, check on pupils' work and teachers' marking and have brought about good improvements in this area.
- Leaders are determined to bring about improvement and have recently developed the appropriate skills and knowledge to do this. The headteacher recognised the need to improve the level and impact of monitoring and requested support from the local authority for herself and her senior leaders. The headteacher has attended a good deal of training and, as a result of good data analysis and some monitoring of teaching, has correctly prioritised areas for improvements.
- The headteacher's analysis of the school's data indicates that, over time, pupils make slower progress in mathematics than in other areas, especially the most- and least-able pupils. Leaders attribute this slower progress to gaps in pupils' learning as a result of a lack of systematic teaching of mathematics. As a result, the school have very recently introduced a commercially produced scheme for mathematics to provide a clear framework for pupils' progress.
- The arrangements for managing teachers' performance are based on the national *Teachers' Standards*. As a result of the headteacher's analysis of pupils' progress, targets set for teachers this year are challenging and aim to make sure that more pupils make good progress.
- The school's stated vision that '*We all care for ourselves, others and our world*' is successfully met. The curriculum and other aspects of teaching provide well for pupils' spiritual, moral, social and cultural development and their understanding of life in modern Britain. For example, pupils have links with schools in Africa and Japan. School councillors are democratically elected; younger pupils are very aware that their vote counts towards electing the person they want to win.
- Leaders successfully promote good behaviour and ensure pupils' safety. Pupils also play a big part in promoting what parents see as a 'family ethos'. All Year 6 pupils are prefects and have many opportunities to take on responsibilities around the school. At break times, older pupils take pride in helping the younger pupils and playing with them. Pupils have confidence in staff and the older pupils.
- Equality of opportunity is promoted effectively. Extra funding such as the pupil premium has been used to help disadvantaged pupils make similar progress to that of their classmates and ensure that they have similar opportunities to join class trips and residential visits.
- The national primary school sports funding has been used effectively to widen the range of sporting activities on offer. Pupils are very enthusiastic about swimming and the range of sports clubs on offer and there is a high rate of pupil participation. A suitably trained member of staff leads physical education lessons across the school, which provides good continuity for the development of skills.
- The local authority has provided good opportunities and training for the headteacher and senior leaders to help develop their monitoring skills.
- **The governance of the school:**
 - Governors are developing their understanding of what the school data tells them. They are beginning to ask relevant questions. However, they are not yet challenging the headteacher as to why pupils do not make better progress.
 - Governors bring a great deal of personal expertise to their roles. This expertise has a good impact in such areas as finance and providing good links with the local teacher training provider. Strong links with

local art organisations promote pupils' enthusiasm and skills very well.

- Governors are diligent in checking on the spending and impact of funding for disadvantaged pupils. They also ask probing questions regarding other spending decisions, for example on the new scheme for mathematics.
- The headteacher provides the governors with clear information about the quality of teaching and data about pupils' progress. Governors understand the requirements related to the management of staff performance and the importance of promotion and salary increases being linked to pupils' progress.
- Governors ensure that the school meets the national requirements for safeguarding and that the school site is safe and secure.

The behaviour and safety of pupils

are good

Behaviour

- The behaviour of pupils is good. They enjoy school and demonstrate this with their above average attendance. They know they come to school to learn and are keen to do so.
- When the teaching is engaging, pupils listen to their teacher and waste no time settling to their tasks. Pupils also listen to each other very well, respecting each other's ideas, even though they may not agree. A notable feature in the older pupils' books is the comments made by classmates who have been asked to review the work. The comments show that pupils understand the need to be helpful in telling their friend how to improve their work but in a sensitive way.
- Pupils behave well around the school including at break and lunch times.
- Pupils' personal qualities develop well. They have a good understanding of commitment to a task and taking responsibility. For example, older pupils are sometimes 'buddies' to the youngest pupils to help them feel comfortable in the playground and have someone to play with. Pupils explain that sometimes, they would prefer to go and play on their own but they know that they have to be responsible for their friend.

Safety

- The school's work to keep pupils safe and secure is good. A strong feature throughout the school is the emphasis on teaching pupils to keep themselves safe and consider the safety of others.
- Pupils say they feel safe in school and that, although there may be an occasional disagreement, there is no bullying. Playtimes are sociable occasions and pupils of all ages play well together demonstrating tolerance and kindness, especially between the youngest and oldest pupils.
- Pupils have a good understanding of how to keep themselves safe when using the internet and mobile phones. They are aware of the hurt that can be caused by sending unkind messages via mobile phones and know how to deal with such messages should they occur.
- Almost all parents agree that their children are happy at school, kept safe and are well looked after. These positive views reflect the findings of the inspection. All staff agree that behaviour is good in the school and pupils are kept safe.

The quality of teaching

requires improvement

- Teachers know their pupils' abilities well but are not always using this knowledge to set them work to help them to achieve as well as possible.
- The tasks set for the most-able pupils do not always make sure that pupils have to think hard, extend their thinking and work to the best of their abilities. On occasions, the most-able pupils are expected to undertake work they can easily do before starting on work that is more at their level.
- Pupils who find learning difficult are not always provided with the right level of work and/or support to

help them either reinforce previous learning or build on what they already know. Teaching assistants support the self-esteem of these pupils very well. On occasions, when the work is too difficult, teaching assistants help them to complete their work to get it right even though they have not fully understood the task.

- Leaders are well-aware that teaching over time in mathematics has not been good enough. The main reason is that there has not been a systematic way of teaching mathematics. As a result, pupils do not have a secure understanding of the concepts of addition, subtraction, multiplication and division so they can apply their knowledge to solving problems. Pupils have gaps in their learning and this slows their progress.
- A new commercial scheme for teaching mathematics has very recently been introduced. Staff have had training in its use but, as yet, it is too early to report on any impact.
- Aspects of the teaching of literacy skills require improvement. For example, the organisation for the teaching of phonics (letters and sounds) does not always ensure that pupils are in the right group to help them make the best possible progress, particularly in Year 1. Handwriting skills are not taught well enough and teachers do not consistently set high enough expectations for pupils to present their work to a good standard. Work in pupils' books indicates that they often have interesting and creative ideas for their writing but it is difficult to read and little effort is made to present it to a high standard.
- Reading is promoted well throughout the school and, in general, pupils make better progress in reading than in writing and mathematics. Pupils like reading and sharing books with one another. The school has invested in a good range of up-to-date books and an inviting well-stocked library which pupils are very keen to use. Teachers ensure that pupils who do not have opportunities to read at home are heard to read in school at least twice per week.
- Teachers have good relationships with their pupils. These are evident in the pupils' response to their teacher's good marking; pupils are keen to please their teachers and make the suggested improvements.
- Teachers have a secure knowledge of the subjects they teach and provide clear explanations at the start of lessons so that pupils know what they are expected to learn.

The achievement of pupils

requires improvement

- In Years 1 and 2, the good progress seen in Reception is not sustained especially by the most-able pupils. In the past two years the proportion of Year 1 pupils achieving the expected standard in the national phonics check has been below average. At the end of Year 2 in national teacher assessments, attainment is broadly average in reading, writing and mathematics.
- Over time, attainment at the end of Year 6 is broadly average in reading, writing and mathematics. The school's predictions indicate that this is likely to be the picture for the current Year 6 pupils. However, this will require rapid progress in mathematics from their current levels.
- School data indicate that most pupils in Year 6 have made the progress they should in reading and writing but not in mathematics. In mathematics, pupils have some ground to make up because they have gaps in their learning. Published data shows that, over time, a below-average proportion of pupils make expected progress in Key Stage 2. However, the proportions of pupils exceeding the progress expected are broadly similar to the national picture.
- The achievement of the most-able pupils requires improvement because, as a result of the work sometimes being too easy, they do not make as much progress as they could. In Year 6, the most-able pupils generally make good progress in catching up on slower learning in the past, but, over their time in school, pupils do not always make the progress of which they are capable, especially in mathematics.
- Disadvantaged pupils make expected progress from their starting points and in 2014 three quarters of the pupils made better than expected progress in reading. Over time, the gaps between disadvantaged pupils

and their peers are closing, especially in reading. In 2014, disadvantaged pupils' attainment was similar to their classmates and all pupils nationally in reading. In writing they were behind their classmates by five terms and all pupils nationally by three. In mathematics they were behind their classmates by two terms and all pupils nationally by three terms.

- The achievement of disabled pupils and those who have special educational needs varies in each year group. The school's progress data indicates that, over time, by the end of Year 6 they make similar progress to their classmates. In 2014, they made better progress in reading and writing than in mathematics.

The early years provision

is good

- Children start in the Reception class with levels of knowledge, understanding and skills that are typical for their age. Children make good progress so that by the end of the year their attainment is above that typical of children nationally in early literacy and numeracy skills. They are well prepared for their start in Year 1.
- Children are enthusiastic learners. Staff do not curb this enthusiasm but make sure that children develop good learning and organisational habits in order to prepare them for future learning. For example, listening carefully to staff and doing as they are asked quickly or tidying up equipment sensibly.
- Children's personal qualities develop well. Staff set high expectations for children's behaviour. Children are expected to help each other and work sensibly together, and they do. Staff provide good role models for kindness and good manners.
- Teaching is good; key features are the good deployment of the proficient teaching assistant and the well organised range of activities. Staff use questioning effectively to check on children's understanding and then lead them into further learning or to put right misconceptions.
- Early literacy and numeracy skills are taught well. Staff have a good understanding of how to teach these and check regularly to ensure that children have remembered what they have learned previously before moving on. On entry, few children recognise many letters and the sounds they make or know how to write them. Inspectors observed that children have quickly learned many letter sounds and used them to spell simple words with confidence.
- The leader of the early years is currently on leave. However, the organisation of the early years provision is well-established. It is planned and delivered by knowledgeable staff. Parents are valued as co-educators of their children and provided with good amounts of information as to how they can help their children at home and reinforce what they have learned at school.

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	120845
Local authority	Norfolk
Inspection number	449171

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	216
Appropriate authority	The governing body
Chair	Natasha Hutcheson
Headteacher	Miriam Jones
Date of previous school inspection	16 May 2011
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