

Little Snoring Primary School

Thursford Road, Little Snoring, Fakenham, NR21 0JN

Inspection dates 10–11 June 2015

Overall effectiveness	Previous inspection:	Requires improvement	3
	This inspection:	Good	2
Leadership and management		Outstanding	1
Behaviour and safety of pupils		Outstanding	1
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.

- Leaders and governors have established a highly positive vision to improve outcomes for pupils, which is supported well by the school community. As a result, pupils make good progress from low starting points by the time they leave school at the end of Key Stage 2.
- Disabled pupils and those who have special educational needs achieve well. Teachers make good use of assessment information to plan for their individual needs, so these pupils make good and often outstanding progress.
- Teaching is effective. The overwhelming majority of teachers plan lessons that are creative and challenge and interest pupils. Pupils often learn to apply their skills in other subject areas.
- The achievement of disadvantaged pupils is tracked well, and provision ensures both their personal and academic achievement. As a result they make good progress.
- The school's work to keep pupils safe is outstanding. Leaders and governors ensure that safeguarding procedures are robust and rigorous. The school is safe and secure.
- Pupils are very enthusiastic about their learning and have excellent relationships with each-other and adults. This helps learning to take place without interruption or distraction.
- Good links with parents and external early years providers ensure that children start school well. Relationships with parents are strong and they play an integral part in their children's education.
- Pupils' spiritual, moral, social and cultural development is good. The broad range of subjects covered, along with the school's caring and nurturing ethos prepares pupils well for life in modern Britain.

It is not yet an outstanding school because

- At times, lessons are not brisk enough and the work is too easy for the most-able.
- The most-able pupils are not always given precise guidance to develop their writing skills further.
- In the early years some children make insufficient progress in writing and work below the level expected for their age and ability.

Information about this inspection

- The inspector gathered a range of evidence to judge the quality of teaching over time. This included observing 13 lessons, five of which were jointly seen with the headteacher.
- The inspector spoke with pupils, and looked at their books to take account of the progress that pupils make over time.
- During the inspection, the inspector listened to pupils read and talk about their books. The teaching of phonics (the sounds that letters represent) was observed.
- Meetings were held with the headteacher, subject leaders, members of the governing body, a representative of the local authority and groups of pupils.
- The inspector scrutinised a wide range of documentation including the school's self-evaluation and school improvement plan. The school's systems for assessing, tracking and evaluating progress were examined.
- Policies and procedures relating to safeguarding were examined. The inspector considered the arrangements for disabled pupils and those who have special educational needs.
- The inspector spoke informally to parents, and took account of the 13 responses to the online Ofsted Parent View questionnaire.

Inspection team

Kim Hall, Lead inspector

Her Majesty's Inspector

Full report

Information about this school

- Little Snoring is a much smaller than average primary school.
- The vast majority of pupils are from White British heritage.
- The proportions of pupils from minority ethnic groups and those who speak English as an additional language are significantly below the national average.
- Children in Reception attend full time.
- The proportion of disabled pupils and those who have special educational needs is above average.
- The proportion of pupils who are disadvantaged and supported by the pupil premium, additional funding for pupils who are known to be eligible for free school meals and those looked after by the local authority, is above the national average.
- The school meets the government's floor standards, which sets the minimum expectations for pupils' progress and attainment by the end of Year 6.

What does the school need to do to improve further?

- Raise achievement by:
 - improving the progress of all children in the early years in writing, preparing children fully for Year 1.
 - ensuring all teachers set work that is appropriately challenging, and use time systematically and briskly to develop pupils' skills and understanding fully.
 - giving precise guidance to the most-able pupils in writing, to promote more complex and critical redrafting.

Inspection judgements

The leadership and management are outstanding

- The headteacher has a very strong and ambitious vision. She ensures that pupils are given the opportunity to achieve their very best and has created a cohesive learning environment. Leaders promote good relations between adults and pupils, and promote equality of opportunity; every pupil is treated as an individual with care and consideration for their differing backgrounds and abilities.
- School leaders, including governors, evaluate the school's strengths and weaknesses accurately. They develop clear improvement plans, so that all actions lead to better outcomes for pupils. As a result, all groups of pupils make good progress by the end of Key Stage 2 in reading, writing and mathematics.
- Leaders robustly monitor teachers' performance and take decisive actions where performance is less strong. As a result much of the teaching over time is never less than good. Middle leaders value the training and development they receive in monitoring the impact of teaching. This has been successful in raising both their levels of responsibility, and the standards within their subject areas.
- The leadership of mathematics is very effective, and as a result, standards in teaching and learning in mathematics have improved markedly since the last inspection. In small and fluctuating cohorts, pupils at the end of Key Stage 2 are more consistently achieving in line with national expectations. The proportion of pupils achieving higher than expected for their age in mathematics is set to rise again this year.
- Pupils' spiritual, moral, social and cultural development is a strength of the school. School leaders and other adults skilfully promote qualities such as empathy, respect for others and kindness. As a result, pupils are considerate, kind to each other and relate extremely well to adults. Pupils learn about other cultures, and develop a sense of tolerance and understanding, through a range of activities, including their strong links and communications with pupils in a school in West Africa. This prepares them well for life in modern Britain.
- Leaders ensure that the curriculum is both creative and develops essential skills. Through the regular monitoring of planning, leaders ensure that pupils receive opportunities to develop core skills such as numeracy in other subject areas. All staff confidently promote the school values of 'Have Faith, Flourish, Fly High'.
- Safeguarding procedures are robust. Staff responsible for keeping staff recruitment records are meticulous and perform all necessary checks very effectively.
- Leaders' skilful deployment of pupil premium funding ensures that these pupils attend well, participate fully and are making good progress. Leaders use additional funding in a wide range of ways, including providing teacher support in Key Stage 1, and enrichment experiences through trips and visits. The provision of a breakfast club has increased the attendance of this group.
- Primary sport funding is used effectively. Sports coaches work alongside teachers to develop their expertise. Pupils participate in sporting activities in and out of school hours and are experiencing success when competing in sporting activities with other schools.
- The local authority has provided effective support to the school and has an accurate understanding of its strengths and priorities for improvement. Leaders have participated in the Norfolk 'Good to Great' programme which has been highly successful in helping them develop their practice. As a result the school has robust leadership systems and continues to improve.
- **The governance of the school:**
 - The governing body fulfils its core responsibilities and statutory duties highly effectively. Governors communicate high expectations, and hold the headteacher fully to account for the progress of pupils. They are well-informed about financial matters and take care to ensure additional funds are spent

wisely and effectively.

- Governors have an in-depth understanding of the strengths of the school, and where it needs to improve. They work effectively with the headteacher to check and review the quality and impact of teaching. When required governors have taken decisive action to challenge and address underperformance. They are involved in decisions about pay awards and are robust when carrying out this role.
- Governors carry out their duties relating to safeguarding diligently and have made sure that all appropriate policies are in place and adhered to consistently.

The behaviour and safety of pupils are outstanding

Behaviour

- The behaviour of pupils is outstanding. Their enthusiasm for learning together with their excellent relationships with each other ensures that lessons proceed without any interruption or distraction. Additional adults effectively support pupils, who require additional assistance with behaviour choices. This results in a calm and purposeful environment where all pupils can thrive.
- Pupils are polite and very proud of their school and their learning. They are pleased to show their work and talk about their lessons. In one lesson, a group of younger, more able mathematicians were solving problems involving fractions. They worked collaboratively and effectively, focusing on developing their mathematical understanding as well as their social and communication skills.
- Older pupils are taught a sense of responsibility through roles such as house captains and buddies. They especially enjoy listening to the younger children read. The headteacher makes highly effective use of rewards for good behaviour and effort and a prize from her 'treasure box' is greatly valued.
- Pupils thrive in an environment where they celebrate their own and each other's achievements with equal pride. In one lesson, pupils spontaneously applauded a classmate who had confidently stood and read his written work out loud to the class.
- A few younger pupils are not as resilient as others when the work is challenging. The staff are kind and caring in helping them. These pupils are learning how to persevere with activities and are starting to make accelerated progress as a result.
- Pupils are eager to learn from the minute they enter the school. Attendance, at the time of the last inspection, was below national averages. School leaders have introduced rewards for full attendance and a breakfast club. Attendance has improved as a result, and is currently in line with the national average.
- Pupils who join the school part way through the year are made to feel very welcome; they settle in quickly and achieve well. This is because teachers make accurate assessments of their abilities and provide effective teaching and high quality care, guidance and support.

Safety

- The school's work to keep pupils safe and secure is outstanding. Staff ensure that the single central register is meticulously kept, and procedures for recruiting staff are robust.
- Pupils have excellent relationships and play especially well with each other during playtimes and lunchtimes. There is a wide range of equipment to support pupils with their imaginative play. Adult supervision during these times ensures that pupils are very well cared for and appropriately safe.
- Leaders train staff regularly in keeping children safe. School records show that staff follow school procedures rigorously.
- Pupils say they feel very safe at school and parents overwhelmingly agree. Pupils spoken to during the inspection were able to identify different forms of bullying and discuss how they could overcome difficult situations, especially when using the internet. Pupils were extremely confident that should bullying ever

occur at school, any adult would deal with it effectively.

The quality of teaching is good

- Strong teaching over time is leading to good progress. As a result most pupils achieve well and, by the time they leave the school they are well prepared for the next stage of their education.
- The teaching of mathematics is good. Teachers have good subject knowledge and provide pupils with regular opportunities to solve problems and apply their mathematical understanding. Pupils have access to good quality resources to help them solve challenging questions. As a result, the majority of pupils in Year 6 have made better than expected progress in mathematics.
- Reading is taught well. All pupils develop their reading skills quickly and are happy to read aloud in class. Younger readers, who read to the inspector, used their knowledge of phonics (the sounds that letters represent) with increasing skill to work out unfamiliar words. Adults in the school provide training for parents through 'can-do cafes', so that they can help their child learn to read.
- The work seen in pupils' books shows that in upper Key Stage 1 and Key Stage 2 classes, pupils are given regular opportunities to write for different purposes. Pupils often evaluate the quality of their own work and respond well to the feedback given from their teachers on a regular basis. At times, the most able pupils are not given precise enough guidance so they can produce more complex work that requires more critical editing and redrafting.
- Not every opportunity is given to the more able children to develop their writing skills in Reception and Year 1. As a result, these pupils do not always make progress quickly enough.
- Teaching assistants make a valuable contribution to the learning. They liaise closely with teachers and provide effective support to individuals or groups. They have received effective training, and are skilful at questioning pupils, and helping disabled pupils and those who have special educational needs make good or better progress.
- Specialist teachers often lead teaching in subjects such as music and physical education. This has helped pupils improve their knowledge and skills and develop an interest in the wider curriculum.
- Teachers provide many opportunities for the development of speaking and listening skills. As a result, pupils are confident and able to communicate their ideas well. Examples seen during inspection included a creative way for pupils to rehearse their language ready for writing. In another, pupils were practising and redrafting their own play scripts, before performing to the class.
- Teachers do not always use time briskly or systematically enough in lessons so that every opportunity is taken for the most-able pupils to be further challenged, so they make even better progress in redrafting their work.

The achievement of pupils is good

- From their different starting points, the proportions of pupils making better than expected progress in reading, writing and mathematics by the end of Key Stage 2 are much higher than those expected nationally. Attainment is broadly in line with national expectations for pupils of their age, and is on track to continue this year.
- Although some children leaving Reception are not yet achieving the national expectations in reading, writing and mathematics, they catch up by the end of Year 2, when achievement is broadly in line with that seen nationally. For these small classes with differing needs and abilities, this represents good progress.
- Due to the small numbers of pupils in each year group, the outcomes from the school's phonics

assessments can vary significantly. Nevertheless, pupils learn to read well, in small groups or individually. Those who do not achieve the required level in the Year 1 phonics screening check are given additional support in Year 2. By the end of Key Stage 1, pupils are achieving in line with their national peers for reading. In 2014, pupils left the school at the end of Key Stage 2 achieving well in reading. This is on track to continue this year.

- Disabled pupils and those who have special educational needs, together with those who are disadvantaged make good or better progress in reading, writing and mathematics. By the time they leave the school, they are well prepared for the next stage in their education. Although the proportion of pupils is high within the cohort, numbers are too small to specifically report on their attainment, without identifying individuals. Groups of pupils are well supported within the school and their performance is robustly tracked and monitored.
- Pupils make good progress in subjects other than reading, writing and mathematics because they have opportunities to extend and apply their skills practically across the full range of curriculum subjects. For example, the teaching of spelling and grammar is a priority area for the school and pupils are making rapid gains, due to the creative strategies used by teachers.

The early years provision

is good

- From their individual starting points, which can vary year on year, children make good progress in their learning in the early years. Their progress is tracked well and used to plan lessons that are creative and support their personal development.
- Leaders of the early years are able to identify strengths and development areas accurately. Leadership is good. All judgements on achievement are externally verified for the school.
- Adults are kind with high expectations about behaviour and conduct, resulting in children working collaboratively and having good relationships. Children behave well and participate fully in the many carefully planned, well resourced and creative activities. In one lesson, they communicated their ideas confidently about whether a dragon was kind or not and how they would know, developing their speaking and listening skills well.
- The outdoor area is well equipped and used to support learning. Adults pay good attention to safety. Children develop their imaginative play safely and creatively in a number of ways. As a result, they are happy and confident.
- While teaching is good generally, adults sometimes do not expect enough of the most-able children. As a result, some children do not make as much progress in writing over the year, as other children nationally of their age.
- Disabled children and those who have special educational needs are well catered for as soon as they enter the school. This is because staff have good relationships with parents and carers, resulting in smooth transitions into school. Leaders hold sessions for new parents, 'Ready, Set, Go' so that children are well prepared for beginning school. As a result, these children make good progress from their very low starting points.

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	120828
Local authority	Norfolk
Inspection number	462070

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	72
Appropriate authority	The governing body
Chair	Jean Johnson
Headteacher	Lisa Dodge
Date of previous school inspection	11 July 2013
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