

Mattishall Primary School

Dereham Road, Mattishall, Dereham NR20 3AA

Inspection dates

12–13 July 2016

Overall effectiveness

Inadequate

Effectiveness of leadership and management	Inadequate
Quality of teaching, learning and assessment	Requires improvement
Personal development, behaviour and welfare	Inadequate
Outcomes for pupils	Require improvement
Early years provision	Good
Overall effectiveness at previous inspection	Requires improvement

Summary of key findings for parents and pupils

This is an inadequate school

- Leaders and governors have not ensured that safeguarding arrangements are effective.
- Arrangements for the safer recruitment of staff are not meticulous, and statutory guidance has not been followed closely enough.
- Child protection arrangements are not rigorous enough. Record-keeping is chaotic and it is not clear that timely and effective action is taken when necessary.
- Leaders have not ensured that the quality of teaching is consistently good. As a result, pupils do not make good progress throughout the school and in a range of subjects.
- The pupil premium grant is not spent effectively. Too few disadvantaged pupils make good progress.
- Too few pupils who have special educational needs and/or disabilities make good progress.
- The teaching of phonics is not effective enough and too few pupils make good progress to achieve the expected standard in phonics in key stage 1.
- Teachers' expectations of what pupils can do and how pupils should behave are not high enough.
- Some pupils do not feel safe from bullying and are not convinced that staff will sort out problems when they arise.
- The work in pupils' books is frequently scruffy and poorly presented, showing a lack of care and low expectations.

The school has the following strengths

- The early years provision is good. It enables children to make a good start to their education. Targeted strategies are in place to improve boys' achievement so that it is more in line with that of girls.
- Attainment at the end of Year 6 is improving and results in this year's national tests were similar to those of other schools nationally.
- Pupils enjoy coming to school and usually feel safe. They behave well and are polite and well mannered.
- The school environment is bright and welcoming. The extensive grounds offer a wealth of interesting opportunities for pupils to play and learn.
- Governors are knowledgeable and are committed to improving the school. They are increasingly able to hold the school's leaders to account.

Full report

In accordance with the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires special measures because it is failing to give its pupils an acceptable standard of education and the persons responsible for leading, managing or governing the school are not demonstrating the capacity to secure the necessary improvement in the school.

What does the school need to do to improve further?

- As a matter of urgency, improve safeguarding so that it is fully effective by ensuring that:
 - all statutory guidance is adhered to fully, including procedures for the safer recruitment of staff
 - a rigorous system is introduced for dealing with child protection concerns
 - all staff are adequately trained so that they know precisely what to do and who to speak to about concerns that arise
 - the designated senior lead is sufficiently knowledgeable and well trained to fulfil the role effectively
 - child protection records are kept appropriately and meticulously
 - a system is introduced to ensure that allegations of bullying are dealt with fully, appropriately and in a timely fashion, and that accurate records of incidents are kept.
- Improve the quality of leadership by:
 - monitoring the quality of teaching regularly and methodically to ensure that it improves rapidly
 - developing the effectiveness of leaders in improving the subjects for which they are responsible
 - ensuring that the pupil premium grant is spent effectively to improve the attainment and progress of disadvantaged pupils
 - ensuring that provision for pupils who have special educational needs and/or disabilities is fully effective.
- Improve outcomes so that:
 - all pupils make at least expected progress in reading, writing and mathematics
 - attainment in phonics is raised to at least the national average
 - the proportion of boys who reach a good level of development by the end of the Reception Year is similar to that of girls.
- Improve the quality of teaching by:
 - raising teachers' expectations of what pupils can do and how they should behave
 - ensuring that all staff insist that pupils present their work neatly and carefully.

Inspection judgements

Effectiveness of leadership and management is inadequate

- Safeguarding procedures and practice in this school are not good enough. The school's leaders and governors have not ensured that statutory guidance is followed closely.
- Safeguarding training was last provided for staff on a training day in September 2015. This training was ineffective because some staff do not know who the designated safeguarding lead is and are therefore ill-prepared to deal properly with any concerns that may arise. No record was kept of which staff were present on the training day. Consequently, leaders are unable to check whether every member of staff has had training within the prescribed timeframe or not.
- The school's approach to recruiting staff is disorganised. Although checks are made to ensure that only suitable people are employed to work with children, they are not stringent enough. Specific guidance on obtaining written information about previous employment history is not followed closely enough. However, there is nothing to suggest that anyone unsuitable to work with children is or has been employed at the school.
- The school's response to concerns raised about the welfare of pupils is haphazard. The designated safeguarding lead has not ensured that records of child protection concerns are detailed and accurate. Concerns are recorded on scrappy pieces of paper and they frequently lack necessary information and are not stored systematically; multiple concerns about individual children are not kept together. It is impossible to be sure that appropriate action has been taken in response to each concern raised, and this leaves children who may be neglected or subject to abuse vulnerable.
- Leaders have taken action to address the shortcomings identified at the previous inspection but it has not been effective enough. The quality of teaching in the school and the achievement of pupils still require improvement.
- Leaders' evaluation of the school's strengths and weaknesses is not self-critical enough. Leaders' assessment of the school's effectiveness is overly generous. Improvement planning is not precise enough. Consequently, it is unlikely to have a noticeable impact on helping the school to improve rapidly.
- Monitoring of the quality of teaching in the school has not had sufficient impact because it is not carried out systematically. For example, issues found during lesson observations are not routinely followed up in subsequent observations.
- The pupil premium grant is not spent effectively. Disadvantaged pupils do not make good progress throughout the school. Leaders do not monitor closely enough the impact of the additional funding. They do not check whether pupils make better progress when specific support is put in place.
- The leadership of provision for pupils who have special educational needs and/or disabilities is weak. As a result, this group of pupils does not make consistently good progress throughout the school.
- The leadership of subjects and other areas of responsibility is under-developed. Leaders do not have sufficient knowledge and understanding of the school's strengths and weaknesses to ensure that there are rapid improvements. Leaders are not given time regularly enough to enable them to monitor their subjects effectively and to ensure that they continue to improve.
- Leaders have ensured that the physical environment is bright and attractive and creates a good first impression. The building is full of interesting and eye-catching displays that accurately paint a picture of a school that is well-loved and where staff work hard. The school is set in extensive grounds with a very large field and a wooded area, providing plentiful opportunities for pupils to work and play outdoors.
- The school's curriculum is suitably broad and balanced. Pupils say that they enjoy their learning, and the school finds that its topic-based approach to learning works well in sparking and maintaining pupils' interest in the subjects that they learn about.
- Leaders effectively promote good attitudes to equality and diversity. Pupils are non-judgemental in their attitudes and they value people equally. They know that it is important to judge people on their actions and not on the colour of their skin, their ethnicity or any other protected characteristic.
- The primary physical education (PE) and sport premium is spent effectively. For example, the school has purchased a commercial scheme to improve planning in the subject and they have found that the quality

of PE lessons is starting to improve as a result. Pupils now take part in a wider range of sporting events and the school is enjoying more success in inter-school competitions.

■ **The governance of the school**

- Until very recently, governors had paid too little attention to ensuring that statutory safeguarding requirements were met. However, approximately a month ago, governors requested that a safeguarding audit be carried out by the local authority in order to assure themselves of the effectiveness of the school's arrangements. The audit is due to take place at the earliest opportunity and was booked, prior to the inspection, to take place at the beginning of September.
- Governance has recently improved and is becoming increasingly effective. A number of governors have educational knowledge and expertise, including a governor who is a serving headteacher and another who has previously been a headteacher. Governors have proactively sought good advice to ensure that they have the necessary skills to enable them to hold leaders to account effectively. It is clear that they now provide appropriate challenge to the school and are able to hold school leaders to account.
- Current governors, led by the recently appointed chair, have the potential to be highly effective in their roles. They understand the weaknesses in the school and are not complacent in their approach to ensuring that improvements happen quickly. For example, a pupil premium review was carried out during the week before the inspection at the governors' request.
- Governors are aware that staff performance management processes in the school are ineffectual. They now know what their role is in checking the thoroughness of the appraisal system.

- The support provided by the local authority has been particularly effective in strengthening the ability of the governing body to hold the school's leaders to account.
- The arrangements for safeguarding are not effective.

Quality of teaching, learning and assessment

requires improvement

- Some teaching is less effective than it should be. When teachers do not explain clearly enough what they want pupils to learn, pupils struggle to understand the concepts that they are taught. When instructions are not given clearly enough, pupils struggle to complete the tasks that they are given. When this occurs, pupils make slower than expected progress.
- Behaviour management is weaker when teaching is less effective, and some low-level disruption occurs as a result. This is because some teachers' expectations of how pupils should behave are not high enough and because pupils are not told clearly what to do and how to do it.
- Pupils enjoy their learning because they are provided with interesting things to do and to learn about. Teachers use a range of techniques, such as providing opportunities for pupils to move about during lessons and giving pupils time to talk to each other about their learning. This is because they have found that this approach motivates pupils and encourages them to engage with their learning.
- Teachers now provide more opportunities for pupils to write in subjects other than English. This was a recommendation from the previous inspection and has been implemented well.
- Lessons are resourced well and this helps pupils to learn, as well as bringing subjects to life. For example, the school has invested in mathematical apparatus designed to support pupils as they learn to count and to calculate. During the inspection a pupil in Year 2 demonstrated clearly how the equipment was helping him to find half of a given number and how to double it.
- The school's new assessment system is developing well, although leaders acknowledge that there is work still to do. The progress seen in pupils' books matched well with the assessment information provided by the school, confirming the accuracy of teachers' assessments.

Personal development, behaviour and welfare is inadequate

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is inadequate because safeguarding is ineffective.
- Pupils say that there is some bullying in the school, usually in the form of name-calling, and that sometimes staff brush off their concerns and do not sort things out quickly. Only one bullying incident has been logged during this academic year. It is unclear whether pupils report their concerns to staff and whether staff take concerns seriously enough when they are reported.
- The work in pupils' exercise books is frequently scruffy, poorly presented and shows a lack of care. This is because teachers' expectations are not high enough and pupils have not been taught effectively what it means to be a successful learner.
- Pupils know that bullying can take various forms. Pupils have been taught how to keep themselves safe when using the internet and other modern media. For example, they have been taught the importance of protecting their passwords to prevent others from accessing their personal accounts and information.
- Most children feel safe at school. They are taught to keep themselves safe in a range of situations. For example, pupils are taught that they should never press the door release button at the front of the school, even if they know the person waiting to be allowed entry to the school. In the autumn, pupils are taught about bonfire and firework safety.
- Pupils say that their school is a welcoming place where they learn new things, they have plenty of space and the teachers are kind. Most parents agree, and a large majority would recommend the school to others.
- Pupils show good attitudes to diversity despite the monocultural make-up of the school population. Pupils are taught to value all people equally and not to make judgements based on someone's physical characteristics or beliefs.

Behaviour

- The behaviour of pupils is good.
- Pupils are polite and well-mannered. They are welcoming to visitors and keen to talk about their work and their school. For example, pupils in the school council spoke with maturity about a range of issues during a meeting with the lead inspector.
- Pupils show good attitudes to learning. They enjoy coming to school and like learning about a wide range of subjects. Pupils generally work hard, concentrate well and do their best.
- A number of measures and incentives have been put in place to improve attendance. For example, the attendance award, given during the weekly celebration assembly, is much coveted by pupils and is a great motivator to come to school. As a result, attendance is much improved, including for disadvantaged pupils and pupils who have special educational needs and/or disability.
- Pupils agree that behaviour is usually good but they say that a few pupils 'answer back' in the classroom and that sometimes pupils are too rough outside. Inspectors found that behaviour in the school is good, although there is occasional low-level disruption (such as continuing to talk when the teacher addresses the class) when teaching is weaker.

Outcomes for pupils require improvement

- Pupils do not make good enough progress in phonics. The proportion of pupils who reached the expected level in the Year 1 phonics screening check this year was again below the latest available national average. The school's own assessment information confirms that pupils do not make good enough progress in phonics.
- Pupils' attainment at the end of key stage 1 improved over the last three years and was just below the national average in 2015. However, the school's assessment information shows that too few pupils are currently making good progress in reading, writing and mathematics.

- The progress pupils make continues to be inconsistent as they move through key stage 2. Although some pupils make the progress that they should, too many do not. Scrutiny of the work in pupils' exercise books confirms that the progress made by some pupils is not good enough.
- Pupils who have special educational needs and/or disabilities do not make good progress overall. Although some pupils are supported well and progress rapidly, this is not consistent and others do not.
- Disadvantaged pupils do not make good progress overall. The pupil premium grant is not spent effectively. Leaders have not ensured that pupils receive the right support to help them to make rapid progress.
- Too few of the most able pupils make rapid progress because expectations are not high enough. Pupils are sometimes stretched in lessons but this requires improvement to ensure that appropriate challenge becomes routine and staff expectations of what pupils are capable of achieving are raised.
- Attainment at the end of key stage 2 improved over the last three years but remained below the national average in 2015. This year, under the new assessment regime, provisional results indicate that pupils' overall attainment is in line with the national average.
- Pupils enjoy reading and show a love of books. They read with increasing fluency and are provided with appropriate texts to encourage them to want to read.
- Where teaching is stronger there is evidence of pupils making good progress. For example, the school's assessment information shows that pupils in Year 4 are making good progress in mathematics, and this can be seen clearly in pupils' exercise books.

Early years provision

is good

- Children enter the Reception Year with skills and abilities that are broadly typical of their age. However, some children's skills on entry are underdeveloped, particularly in speaking and listening.
- Children make good progress during their time in the early years. The proportion who achieved a good level of development by the end of the Reception Year this year was above the most recent national average.
- The early years environment is bright, attractive and highly appropriate for young children. The outdoor learning area receives the same high level of attention as the indoor classroom. Children are offered a wealth of learning opportunities across all seven areas of learning in the early years curriculum.
- The quality of teaching in the early years is good and improving. Members of the team work very closely with one another and staff understand the needs of young children very well. Phonics is taught well and children make good progress in learning to recognise and manipulate sounds in their reading and writing.
- The early years provision is led well. The leader knows precisely what needs to be done to improve provision further and is effective in ensuring that the early years continues to improve.
- The early years class is a happy place and children love coming to school. They settle quickly because transition arrangements are strong and effective. For example, during the inspection the new cohort of Reception Year children spent their fourth morning at the school ahead of their official start in September. The children are already learning the school's routines and they behave sensibly and appropriately because they know what is expected of them.
- Children's learning journey books provide an interesting and accurate record of their experiences and progress during their time in Reception. The school is highly effective in involving parents in their children's learning and this is something that parents appreciate greatly.
- The early years leader has implemented plans to improve boys' learning and progress because, although provision is good, fewer boys than girls achieve a good level of development by the end of the Reception Year.
- Too few children make very rapid progress for the early years provision to yet be considered outstanding overall.

School details

Unique reference number	132213
Local authority	Norfolk
Inspection number	10011853
This inspection was carried out under section 5 of the Education Act 2005.	
Type of school	Primary
School category	Community
Gender of pupils	Mixed
Appropriate authority	The governing body
Chair	Jill Wilson
Headteacher	Tony Chapman
Telephone number	01362 858 451
Website	www.mattishall.norfolk.sch.uk
Email address	head@mattishall.norfolk.sch.uk
Date of previous inspection	3–4 July 2014

Information about this school

- Mattishall is smaller than the average primary school. There is one class per year group from Reception to Year 6.
- Children join the Reception class in the September after their fourth birthday and attend full time. A pre-school setting operates on the school site but it is managed separately and was not considered as part of this inspection.
- Most pupils are White British and there are no other significant ethnic groups. Very few pupils speak English as an additional language.
- The proportion of pupils who are known to be eligible for the pupil premium is similar to the national average. The pupil premium grant provides additional government funding for particular groups of pupils including those who are known to be eligible for free school meals and those in the care of the local authority.
- The proportion of pupils who have special educational needs and/or disabilities is higher than the national average but the proportion who have a statement of special educational needs, or an education, health and care plan is below average.
- The school met the current floor standard in 2015. These are the minimum standards set by the government for pupils' attainment and progress.
- The school does not meet requirements on the publication of specified information on its website because it does not provide adequate information on the content of the curriculum the school follows in each academic year for every subject.

Information about this inspection

- Inspectors gathered a range of evidence to judge the quality of teaching and learning over time. Inspectors observed parts of 13 lessons, some jointly with the headteacher or deputy headteacher. The second day of the inspection was 'move up day', part of the school's transition arrangements. All pupils were taught by the teacher in the year above and the Year 6 pupils spent the day at their secondary schools. Children who will join the Reception Year in September spent the morning in their new class.
- Inspectors looked closely at the work in pupils' exercise books, listened to them read and talked to them about their work.
- Inspectors scrutinised the school's assessment information, records of leaders' monitoring of the quality of teaching and learning in the school, and a range of other school documents.
- The views of parents were taken into account, including 68 responses to Parent View, Ofsted's online questionnaire, conversations with parents on the playground at the beginning of the school day.
- Meetings were held with pupils, staff, governors, and a representative of the local authority.

Inspection team

Wendy Varney, lead inspector

Lindsay Hanger

Her Majesty's Inspector

Ofsted Inspector

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