

# Reedham Primary School

## Inspection report

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<b>Unique Reference Number</b>	120844
<b>Local Authority</b>	NORFOLK
<b>Inspection number</b>	291877
<b>Inspection dates</b>	26–27 March 2007
<b>Reporting inspector</b>	Helen Ranger

This inspection of the school was carried out under section 5 of the Education Act 2005.

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<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 on roll</b>	
School	66
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr M Adams
<b>Headteacher</b>	Mrs J Dorling
<b>Date of previous school inspection</b>	10 January 2005
<b>School address</b>	School Hill Reedham Norwich Norfolk NR13 3TJ
<b>Telephone number</b>	01493 700271
<b>Fax number</b>	01493 701860

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<b>Age group</b>	4–11
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## Introduction

The inspection was carried out by an Additional Inspector.

## Description of the school

Most pupils who attend this small school come from the village of Reedham or the surrounding area. This is an area of mixed housing. Almost all pupils are from White British backgrounds and all speak English as their first language. About a quarter have learning difficulties or disabilities, which is slightly more than in most schools. Pupils generally join the school in Reception with levels of attainment that are in line with those expected of four-year-olds nationally.

## Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## Overall effectiveness of the school

### Grade: 3

Reedham Primary correctly considers itself to be a satisfactory and improving school. It has established a good partnership with parents that helps to support the pupils' learning. The parents who contributed their views to the inspection were overwhelmingly positive about the school. A typical comment was, 'I think we have a great little school'. The school's previous inspection in 2005 identified serious weaknesses in the ways it promoted pupils' achievement. The school responded urgently to this criticism and staff and governors have worked successfully with the local authority to address the issues raised at that time. The school's previous designation as having serious weaknesses no longer applies.

The most important factor in the school's recent development is that teaching and learning are now good. Good teaching has stemmed the underachievement seen at the time of the school's last inspection. Achievement is now satisfactory, including by pupils with learning difficulties or disabilities, and standards are steadily rising. Pupils start off well in Reception where they are taught effectively. By Year 6, standards are broadly average. Across the school as a whole, pupils' skills are often better in numeracy than in literacy, and writing standards lag behind those in reading. A notable improvement in teachers' practice over the past two years has been the use of more effective assessment and planning arrangements that enable activities to be tailored more closely to pupils' needs. This now ensures that pupils build systematically on their achievements as they move up the school, which had not always been the case in the past.

Pupils' personal development is good. They behave well, enjoy school very much and take good advantage of the opportunities offered that promote healthy lifestyles. Attendance has risen and is above average.

Lessons are based on a satisfactory curriculum which is gradually establishing purposeful links between subjects and is enhanced by a range of clubs in which most pupils take part. The care, guidance and support offered to pupils are satisfactory. Day to day pastoral care is good. Improved systems for tracking pupils' progress term by term are gradually ensuring that teachers have good quality information with which to guide pupils' continuing academic development. Teachers identify clear learning objectives for their lessons and often set appropriate targets for pupils. They do not yet exploit enough opportunities, including through marking, to discuss with pupils how well they are doing in relation to their targets and to the lesson objectives.

Leadership and management, and the value for money provided by the school, are now satisfactory. The school has become more successful because the headteacher, teaching staff and governors monitor pupils' achievements more closely. Staff teamwork has improved and individual teachers share with the headteacher the various responsibilities for checking the curriculum and the quality of teaching and learning. These self-evaluation systems are satisfactory. However, the written action plans that result from them do not always give a clear enough indication of the most important current and future strategies needed to raise pupils' standards further. Nor do they show how the success of initiatives will be measured by both staff and governors in terms of their direct impact on the pupils. The success so far, of the measures to tackle the school's former weaknesses, demonstrates its sound capacity for further improvement.

## What the school should do to improve further

- Make rigorous use of the new systems for tracking and improving pupils' progress to continue to raise standards, especially in writing.
- Use lesson objectives and pupils' targets more effectively to give feedback to pupils and to help them improve their own learning.
- Ensure that the plans for the school's continuing development clearly identify how pupils will benefit and how the success of initiatives will be measured.

## Achievement and standards

### Grade: 3

Pupils make good progress in Reception because of high levels of individual attention that ensure they settle quickly into school. In recent years, the school's assessments of pupils at the end of Year 2 have often been below the national average, especially in reading and writing, and to a lesser extent in mathematics. Following its previous inspection, the school's monitoring confirmed some underachievement in this age group and took successful action to remedy it. Pupils in the current Year 2 started school with higher than usual levels of attainment. Their progress since then has been sound and they are currently working at above average standards.

Achievement has improved in Key Stage 2 since the last inspection. It is now at least satisfactory and, in lessons where teaching is good, pupils are making good progress. In 2006, pupils achieved well in mathematics and science compared with their results when they were in Year 2 and made broadly satisfactory progress in English. They reached average standards in English, above average in science, and exceptionally high standards in mathematics. Standards in writing were lower than in reading. Pupils currently in Year 6 are on track to meet the realistic targets set for them. Records and inspection evidence show they have made satisfactory progress over their time in school and are working at average standards for their age.

## Personal development and well-being

### Grade: 2

Pupils' personal development and well-being are good and are strengths of the school. A school council member commented that, 'The older children guide the younger ones and the teachers support us really well.' Pupils' spiritual, moral and social development is good because adults' expectations of pupils' conduct and relationships are high. Pupils' cultural development is satisfactory. They show respect for the values and beliefs of others, but they have rather a limited understanding of the diverse cultures that make up modern Britain. Increased access to physical and social activities, for example, through after-school clubs, has had a positive effect on pupils' ability to keep fit and be part of a close community. They help to organise events in school and the village, such as the end of term talent show and various charity fund raisers. Pupils' good social skills and improving academic progress give them sound foundations for the next stage of their education.

## Quality of provision

### Teaching and learning

#### Grade: 2

Much of the school's development work of the past two years has rightly focused on improving the quality of teaching and learning. This has resulted in effective learning that has tackled

previous underachievement. There are indications that the initiatives to improve writing are having a positive impact on pupils' progress. Teachers now track pupils' progress in key literacy and numeracy skills closely and use the information gained to inform their lesson planning. This is mainly successful. However, teachers do not always tell pupils of differing abilities what they should achieve or have achieved that is different from the rest of the class, for example when giving them objectives in lessons or written comments in their books. This is especially true for the more capable pupils. Teachers' explanations are clear and they make good use of the computerised whiteboards to demonstrate and engage pupils in learning. Relationships between staff and pupils are good. Teaching assistants work closely with teachers, especially in supporting pupils with learning difficulties or disabilities, but are sometimes underemployed while the class teacher is conducting whole-class discussions with pupils.

## **Curriculum and other activities**

### **Grade: 3**

The required curriculum is planned soundly to cater for the needs of mixed-age classes. It is enriched by a reasonable range of extra activities such as musical instrument tuition, clubs, visits and residential trips. Since its last inspection, the school has focused on improving its planning of English and mathematics. It is now gradually improving how pupils' key literacy, numeracy and computer skills are practised and applied to other subjects with the aim of making lessons more interesting and relevant. The school is in the process of further developing the accommodation and planning for its Reception children. This is enabling the youngest pupils to benefit from more practical and play activities.

## **Care, guidance and support**

### **Grade: 3**

Parents and pupils are generally very happy with the pastoral care provided. The school is vigilant about attending to pupils' health and safety. The monitoring of attendance has improved and unnecessary absence has dropped. The provision for pupils with learning difficulties or disabilities makes good use of specialist services as relevant. Academic support and guidance are satisfactory and improving since the introduction of more efficient pupil tracking arrangements. Teachers now need to ensure that pupils are informed well about how they are getting on, know what they need to learn next and are encouraged to evaluate their own learning more regularly.

## **Leadership and management**

### **Grade: 3**

Improvements since the last inspection mean that the school is now more focused on checking that pupils achieve well and that the planning to make this happen is more rigorous. The reorganisation of classes, improved monitoring of teaching, support from local authority specialists and better systems for analysing progress have all aided improvement. The school has benefited from effective local authority support in developing its self-evaluation systems and has gradually become more autonomous in assessing its own effectiveness. Through improved monitoring, subject leaders and governors have a more secure understanding of the strengths and weaknesses of the school and a realistic view of its current position. The governors have given regular, valuable support. They visit the school to see its work in practice but these visits are too rarely linked directly to current action plans to check that the school is being

successful in what it sets out to do. The senior staff and governors discuss their long-term plans based on, for example, projected pupil numbers. The results of these discussions are not included as part of their written planning to communicate the strategic direction they intend the school to take.

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## Annex A

## Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	<b>School Overall</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	3
How well does the school work in partnership with others to promote learners' well-being?	2
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	3
The capacity to make any necessary improvements	3
Effective steps have been taken to promote improvement since the last inspection	Yes

### Achievement and standards

<b>How well do learners achieve?</b>	3
The standards <sup>1</sup> reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	3
How well learners with learning difficulties and disabilities make progress	3

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	2
The extent of learners' spiritual, moral, social and cultural development	2
The behaviour of learners	2
The attendance of learners	2
How well learners enjoy their education	2
The extent to which learners adopt safe practices	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	3

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	2
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	3
<b>How well are learners cared for, guided and supported?</b>	3

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

## Annex A

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively performance is monitored, evaluated and improved to meet challenging targets	3
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	3
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

## Text from letter to pupils explaining the findings of the inspection

27 March 2007

Dear Children

Inspection of Reedham Primary School, Reedham, Norwich NR13 3TJ

Thank you for your welcome and help during my visit to your school. This letter is to tell you what, with your help, I found out about your school. You told me that you really enjoy school and that the children are friendly and helpful to each other. Your parents also wrote to tell me how much they like your school.

I think that your school has improved a great deal over the past two years. You behave well and are keen to learn. Your teachers plan good lessons for you that are making sure you make the progress that is expected for your age. The teachers are particularly trying to help you to become better writers and many of you told me about your writing targets. I agree that your writing needs to be better and I have asked the teachers to keep on working at this. I have also asked them to make sure you know how well you have done with your work and what you need to do next in your learning. For instance, they could discuss your targets more with you and write useful comments on your work. You can help yourselves and your teachers by trying your best to do what your teachers ask.

The school is providing interesting activities for all of you. It was good to hear how you enjoy the clubs, sports and visits. Your school council is working hard with the teachers to make things even better and helps to organise events for you all. I hope the talent show went well.

Mrs Dorling and the rest of the teachers have worked hard with the governors to improve your school. Many of the things they have decided to do are already working well. I have asked them to keep on checking carefully that the changes they make are helping you all to get better at your work and to get as much as you can from your time in school.

It was good to meet you all. Your school is in a very beautiful part of the country and I hope you carry on enjoying your time there.

Best wishes

Helen Ranger

Lead inspector