



# Emneth Primary School

## Inspection Report

---

**Unique Reference Number** 120870  
**Local Authority** NORFOLK  
**Inspection number** 291887  
**Inspection dates** 11–12 October 2006  
**Reporting inspector** Lynne Blakelock

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

---

<b>Type of school</b>	Primary	<b>School address</b>	Hollycroft Road
<b>School category</b>	Community		Emneth, Emneth
<b>Age range of pupils</b>	4–11		Wisbech, Norfolk PE14 8AY
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01945583885
<b>Number on roll (school)</b>	254	<b>Fax number</b>	01945466103
<b>Appropriate authority</b>	The governing body	<b>Chair</b>	Mr Mark Dady
		<b>Headteacher</b>	Mr Ken Rickard
<b>Date of previous school inspection</b>	8 May 2001		

---

<b>Age group</b> 4–11	<b>Inspection dates</b> 11–12 October 2006	<b>Inspection number</b> 291887
--------------------------	---	------------------------------------

---

---

© Crown copyright 2006

Website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

## Introduction

The inspection was carried out by three Additional Inspectors over two days.

## Description of the school

Emneth Primary is a slightly larger than average sized village school situated on the outskirts of the fenland town of Wisbech. Children join the school with knowledge and skills that are below those of most children nationally. Their literacy skills are particularly low. A lower than average proportion of pupils has learning difficulties or disabilities, a statement of educational need or is eligible for free school meals. Most pupils are White British and their first language is English. The school has been awarded the Artsmark.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 3

Emneth Primary School provides a satisfactory standard of education for its pupils. This judgement matches the school's evaluation of its work. After a year when the progress that pupils made was inadequate, the actions taken by the headteacher and staff improved provision and so pupils' progress in Year 6 in 2006 was satisfactory. The school's priority is to sustain and build on this better progress. It presently has a satisfactory capacity to do this. The pace at which the school is making necessary changes, though satisfactory, is limited because the monitoring and evaluation of the school's work is not robust enough. Changes are not always planned, organised or brought to fruition quickly enough. For example, not every aspect of the requirements for safeguarding pupils is up to date. Pupils' achievement is satisfactory from Year 1 to Year 6. It is good in the Foundation Stage. Children make good progress because teaching is good and they do well to reach the nationally expected standards by the time they reach Year 1. This good progress is attributable to lesson activities which are relevant for children and which allow them to develop as independent learners. Standards at the end of Years 2 and 6 are average as a result of the satisfactory teaching. Fewer pupils attain above average standards than they might at the end of Year 6 because work is not always challenging enough. Art is a strength of the school and pupils achieve well. Teachers are secure in their subject knowledge but they do not plan together, so there is inconsistency in pupils' learning from year to year and between classes. Pupils' progress is slowed by work that too often does not match their learning needs and because detailed assessments about pupils' progress are not used often enough when planning lessons. Throughout the school, girls make better progress than boys and a significant factor is the number of lessons in which boys are not motivated as well as girls by the styles of teaching. All pupils perform better in lessons where they are directly involved in their learning. Pupils enjoy school because there are interesting things to do and learn. Pupils are stimulated by the vibrant and colourful learning environment in classrooms and corridors which highlight their knowledge and skills. They behave well, work together in teams and support each other well. They play happily and cooperatively at playtimes. Pupils' personal development is satisfactory and is strengthened by their positive attitudes to learning. Pupils feel safe. The well-being of pupils is enhanced by the good partnerships the school has with outside agencies, such as those that help pupils with learning difficulties. Many parents are supportive but a significant minority share similar concerns about the reluctance of the school to respond adequately to issues they have about their children's education.

### What the school should do to improve further

- Ensure the school communicates more productively with parents, takes into account their views and acts on their concerns.
- Improve the effectiveness of leadership and management by more rigorous monitoring and evaluation of the work of the school.
- Ensure all pupils make the progress of which they are capable by improving the quality and consistency of teaching and learning.
- Develop the use of assessments

of pupils' attainment and progress so that all pupils receive work that is challenging to them.

## **Achievement and standards**

### **Grade: 3**

Children make good progress in the Foundation Stage because learning activities are well organised. They build on children's life experiences so that they are relevant to children and encourage them to learn with interest. The progress pupils made from Key Stage 1 to Key Stage 2 was satisfactory in 2006 although it had been inadequate in 2005. The improvement is due to the methods the school has put in place to support learners. The standards that pupils attain through the school are average. Too few pupils attain above average standards by the end of Year 6 because teaching is not always challenging enough for higher attainers. Girls make more progress than boys throughout the school in most subjects because the style of teaching often does not motivate boys to learn. Those with learning needs or disabilities make satisfactory progress because they are supported appropriately. Pupils' standards in art are a strength.

## **Personal development and well-being**

### **Grade: 3**

Pupils' personal development is satisfactory. They enjoy coming to school. 'Its fun and I like the work,' said one pupil. This helps to explain pupils' improved attendance but punctuality remains an issue for a minority. Pupils' behaviour is good and they show care and concern for one another. Older pupils wear a yellow hat to show that they are trusted helpers for the younger ones. Pupils learn what to do to stay safe well, and they understand that healthy food and regular exercise are important. However, the take up of the healthy meals option is low. Pupils' spiritual, moral, social and cultural development is satisfactory. The school has made a recent link with a school in France and pupils learn about the cultures and faiths of others. Pupils' competence in basic skills and their good social skills help to prepare them for their future lives.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

Teaching is satisfactory from Years 1 to 6 and good in the Foundation Stage. The main issue is the inconsistency of practice between classes. In good lessons teachers use sharp questioning because they know what they want children to learn and they direct questions to do this. In most lessons the degree of challenge provided for higher ability pupils is lacking. Pupils do not always produce as much work of high quality as they could. Some lesson planning is very detailed and is adapted well to the learning needs of pupils. Yet there is no shared approach to planning between teachers. Day to day

assessments of pupils' progress and standards of work are not used consistently to modify lessons to better meet pupils' needs. Teachers have good support from well qualified teaching assistants who enhance the learning of selected pupils, such as those with learning difficulties.

## **Curriculum and other activities**

### **Grade: 3**

Children learn many of the basic skills needed for the next stage in their education. The school makes good use of the local community to enrich and inspire pupils' learning. Art is a strength with wonderful drawings and paintings demonstrating the use of art across different subjects. There is an adequate range of opportunities for learning outside lessons throughout the year for example, a tie dye fashion show. The school is well placed to develop the curriculum further with its relatively new emphasis on providing a more 'hands on' practical curriculum. This approach to learning is based on real and relevant experiences that pupils have, but the full impact of this is yet to be seen.

## **Care, guidance and support**

### **Grade: 3**

There are satisfactory procedures in place to ensure pupils' care, support and guidance. Pupils' pastoral care is satisfactory and pupils are happy in school. Procedures for training staff about some aspects of current government guidelines are not up to date. The guidance given to help pupils reach higher standards is satisfactory. Pupils are starting to become more aware of how they are getting on and how they can help themselves do better. The marking of work for older pupils adequately tells them what they need to do to improve. Teachers often encourage young children to say what they feel they have learnt at the end of the lesson.

## **Leadership and management**

### **Grade: 3**

The headteacher and staff know the strengths and weaknesses of the school. They have worked well as a team to reverse the inadequate progress pupils made in 2005. The headteacher understands the steps that need to be taken to move the school on further. The effectiveness of the school's accurate self-evaluation is limited by a lack of organised and focused strategic planning. Systematic, regular and rigorous monitoring of the work of the school is not in place. Although senior and middle managers work hard, they have not had enough training to increase their effectiveness and the quality of support they offer staff. Governors are committed and well organised and are beginning to discuss and challenge the work of the school more effectively. Parents are generally supportive of the school but some have justifiable concerns that the school does not always listen to or deal with their worries. They feel the school does not keep them informed about what is going on in school and how their children are getting on.

**Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).**

## Inspection judgements

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

### 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>	3
The extent of learners' spiritual, moral, social and cultural development	3
The behaviour of learners	2
The attendance of learners	3
How well learners enjoy their education	3
The extent to which learners adopt safe practices	2
The extent to which learners adopt healthy lifestyles	3
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>	3
<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.



## 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?	No
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**

13 October 2006 Dear Pupils Emneth Primary School, Hollycroft Road, Emneth, Wisbech, Cambridgeshire, PE14 8AY Thank you for making us so welcome when we visited you recently. We enjoyed hearing about your school, watching you learn and looking at your work. We think your uniform is super and you wear it with pride. Well done! This letter tells you of the good things we have found out about your school as well as those things we think could be improved. You enjoy school. We were impressed by your sensible behaviour and by how well you work together. The beautiful and colourful displays of your work showed us your skills in drawing and painting. They make the school a very welcoming place to be in. You try hard and want to do well. You enjoy the activities the school provides for you out of lesson time and the really good visits that some of you have been on. We noticed that you enjoy lessons most in which you can learn for yourselves. This included cookery. The apple crumbles looked and smelled delicious! There are things your school can do to improve. We have asked teachers to plan activities more together and to look very carefully at all the work that goes on in the school to make sure it is always as good as it possibly can be. Your teachers help you to learn but we would like them to help you further by making sure that you all have work that is difficult enough so you make as much progress as possible. We know and so do you that your parents care very much about how you get on at school. Therefore we have asked your Headteacher to take their views and questions about what is happening in school into account and to always keep them informed about what is going on in school and how you are getting on. We send you our very best wishes for the future. Lynne Blakelock Lead Inspector