



St Edmund's Primary

Inspection Report

Unique Reference Number 120876
Local Authority NORFOLK
Inspection number 291891
Inspection dates 29–30 January 2007
Reporting inspector Ian Naylor

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

Type of school	Primary	School address	Kilhams Way
School category	Foundation		King's Lynn
Age range of pupils	3–11		Norfolk PE30 2HU
Gender of pupils	Mixed	Telephone number	01553 772018
Number on roll (school)	204	Fax number	01553 776975
Appropriate authority	The governing body	Chair	Mr Mike Jervis
		Headteacher	Mrs Rebecca Elliott
Date of previous school inspection	26 November 2001		

Age group	Inspection dates	Inspection number
3–11	29–30 January 2007	291891

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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

St Edmund's is an averaged sized primary school. Pupils are mainly white English speaking. The majority of pupils come from homes experiencing high levels of challenge, stress and difficulty. Half of all pupils have learning difficulties or disabilities or are a cause for concern and operate at a level significantly below national averages. The proportion of pupils who take a free school meal is higher than the national average. There was a much higher than national average proportion of pupils joining or leaving the school in the last year.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

St Edmund's Primary provides a good standard of education. Significant improvements are being made in pupils' achievements and progress. Although standards are still much lower than national averages, most pupils make good progress in their learning across the subjects.

The new headteacher has ensured that the school's aim of valuing success is being very well met. Her assured approach, very good leadership and management skills, have re-motivated and re-directed staff. There is a calm and purposeful atmosphere in school. Staff are very committed to improving pupils' achievement, behaviour and attendance. Facilities and resources have been very much improved. Parents respond well to the open and receptive approach to their involvement. Pupils say they are proud of the new computers and electronic whiteboards in classrooms.

Good support through monitoring and professional development has raised staff morale, self-confidence, and well being. Teaching, now good overall, has been significantly improved by closer attention to assessment of pupils' needs. Teachers provide pupils with interesting and relevant activities that they can enjoy and engage with. However, teaching in science is only satisfactory and has been identified in the school plan for improvement. A good curriculum includes strategies for promoting progress and success for each individual. Spiritual, moral, social and cultural development is good. The welfare and guidance provided for pupils is exceptional. As a result, pupils' personal development is good. Pupils feel safe in school and the rapidly improving attendance of the majority shows that they enjoy school and want to learn. Parents speak highly of the help they and their children receive.

As a result of all the good support systems, pupils make good progress in their skills, knowledge and understanding and their social and emotional development. This includes those who are most vulnerable or have learning difficulties. Behaviour is good. A small minority of pupils with specific emotional and behavioural difficulties learn to modify their behaviour, increasing their capacity for learning. Writing skills need further development, especially handwriting and presentation skills. Pupils grow in confidence and build their self-esteem through a range of physical activities they know will improve their fitness. They learn about healthy eating and lifestyles through personal and social and health education lessons (PSHE). They are better prepared socially for the transition to secondary education. Pupils are friendly and want to help each other; they reach out into the local community, helping others through raising funds.

The leadership has good systems for school evaluation. These together with the changes that have been made since the last inspection show good capacity for further improvement. Governors give good support to staff and pupils. The school provides satisfactory value for money.

What the school should do to improve further

- Continue to raise standards in English and mathematics and improve the quality of teaching in science.

- Improve pupils' writing skills, including handwriting, so that they better support learning across all subjects.

Achievement and standards

Grade: 2

Pupils' achievement is good overall because pupils make good progress from very low starting points. Standards in English, mathematics and science are well below national averages, but there has been a general improvement in comparative levels of attainment, especially in English and mathematics, over the last two years. Children in the nursery or reception make good progress especially in their speaking and listening skills and social and emotional development. Pupils continue to make good progress in their reading skills in Key Stage 1 and this is continued at Key Stage 2. Writing skills are improving but some aspects need further development. Progress in mathematics is less marked but also generally good. Progress in science is currently inconsistent across the school. Pupils with learning disabilities or difficulties make good progress. Pupils show especially good achievements in physical education and art and good progress in other subjects.

Personal development and well-being

Grade: 2

The vast majority of pupils have positive attitudes to learning. They enjoy coming to school and speak enthusiastically about it. Pupils are generally polite, well behaved and friendly. Attendance has improved significantly and, given the school's special circumstances, it is now satisfactory. A significant but small minority have unsatisfactory behaviours, but these are well managed by the school. Pupils say they feel safe and receive very good support if they have problems. If bullying happens, pupils say they know who to tell about it, and are confident that it will be dealt with. Social skills are well developed through PSHE and in after school activities. Pupils support fund raising activities which benefit the local and international community. School council representatives take their responsibilities seriously and appreciate the influence they have on what happens in school. Pupils have a good understanding of healthy eating and the importance of exercise. Large numbers benefit from the very good range of sports activities provided by the school. Pupils understand the dangers of smoking and drug abuse.

Quality of provision

Teaching and learning

Grade: 2

Teachers plan very well for the extensive range of individual abilities and the particular educational, social and emotional needs of each pupil. There are good systems for day-to-day assessment that help them to know what the next stage in learning should

be for each pupil. Consequently relationships are good and teachers engage pupils with work that is set at the right level to support the next steps. Teachers set realistic targets to encourage improvement, though some opportunities for pupils to assess their own performance are missed. Teachers use good strategies to support reading and this has helped to raise pupils' achievements. Not enough is done to give a similar boost to more extended writing or to improve handwriting skills so that pupils' work is more neatly presented. The teaching of science is currently under scrutiny by the leadership to see how it can be further improved. Teachers and teaching assistants manage the behaviour of pupils particularly well. There is good use of information and communication technology (ICT) and electronic whiteboards to support pupils' learning. There are good reward systems for promoting good work and behaviour.

Curriculum and other activities

Grade: 2

There is a wide range of interesting and relevant activities. There is a good Early Years curriculum for children in the nursery and reception. The use of additional group and individual learning opportunities gives extra support for pupils with learning difficulties and disabilities. The school is now developing more activities for pupils with particular gifts and talents. There is a good range of educational visits, visitors to school, clubs and other activities that cater for a range of interests, and help to broaden pupils' awareness and outlook. There are good breakfast and after school clubs. PSHE is well planned to contribute to the development of social skills. A residential visit for Years 3 and 4 develops independence and team work. Good links with the secondary schools ensure a smooth transition at the end of Year 6.

Care, guidance and support

Grade: 1

Outstanding support has created a very caring and supportive community. Vulnerable pupils and those with learning difficulties or disabilities are supported very effectively. Excellent links with a wide variety of external support agencies ensure the school is able to support the many and varied needs of its' pupils. A behaviour support assistant gives specific help and guidance to pupils about their behaviour and links closely with parents. Rigorous procedures are in place to ensure the safety, security and health of pupils. Wide ranging strategies to promote good attendance, including the national Fast Track initiative are in place. These have significantly improved pupils' attendance. Pupils know their individual learning targets. These are well matched to their ability and are regularly reviewed. There are good systems for tracking and measuring the performance of pupils.

Leadership and management

Grade: 2

The headteacher has brought stability to staffing and an improvement to teaching and learning. New appointments and the mentoring and coaching of all staff are aimed

at ensuring better teaching. A good school improvement plan is firmly linked to good initiatives that are fully supported by advisers from the local authority. The governors give good support to staff and have a wealth of experience to call upon to guide them in their work for the school. One of the headteacher's key achievements has been that of re-engaging and involving parents more in the life of the school and offering them opportunities to understand how their children learn and the progress that they can make. The headteacher has also reached out to other agencies and professionals to gain support and advice for the school. She has engaged the school in productive ventures to support keeping pupils safe and healthy, as with the Healthy Schools initiative and the appointment of a specialist physical education teacher.

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2
How well does the school work in partnership with others to promote learners' well-being?	1
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	2
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

How well do learners achieve?	2
The standards ¹ reached by learners	4
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The behaviour of learners	2
The attendance of learners	3
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	2

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	1

¹ 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

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively performance is monitored, evaluated and improved to meet challenging targets	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
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

31 January 2007

Dear Children,

St Edmund's Primary School, Kilhams Way, King's Lynn, Norfolk, PE30 2HU

Thank you all for making Mrs Lowery and myself feel so welcome when we visited your school this week. We enjoyed meeting you, seeing your work and finding out about all that you do.

You are very friendly and have good manners so that your school has a good atmosphere. This shows that you enjoy school and the good activities that teachers provide.

We think you work very hard in your lessons and are successful so that you make good progress in the work that you do. Teaching is good and teachers give you lots of interesting things to do. Some new activities in lessons are helping even the most successful of you to achieve even more.

We are very pleased with the way that you are improving your attendance as this will help even more with your progress in school. We think that your behaviour has improved a great deal. This is because teachers know how to help those of you who find it hard to learn. They encourage you to help one another. They give good help to those of you who sometimes get frustrated or cross and show you how to control your behaviour.

All staff give you the very best care, support and encouragement and this helps you all to learn well and keeps you safe and happy.

You say you have a 'fantastic headteacher' and we agree!

We have suggested to the headteacher some things that will help you to improve even more.

You need to work especially hard with your literacy and numeracy. You can improve your writing to make it neater. You can learn how to write longer and more interesting paragraphs and sentences. You should work hard in science and teachers should make it more interesting for you.

We wish you all the best for your future.

Yours sincerely

Ian Naylor - Inspector