



Sedgeford Primary School

Inspection Report

Unique Reference Number 120880
Local Authority NORFOLK
Inspection number 291895
Inspection date 13 March 2007
Reporting inspector Martin Newell

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

Type of school	Primary	School address	Ringstead Road
School category	Community		Sedgeford, Hunstanton
Age range of pupils	5–11		Norfolk PE36 5NQ
Gender of pupils	Mixed	Telephone number	01485 570997
Number on roll (school)	39	Fax number	01485 570997
Appropriate authority	The governing body	Chair	Mrs Pam Goddard
		Headteacher	Mrs Margaret Powell-Bowns
Date of previous school inspection	1 October 2001		

Age group	Inspection date	Inspection number
5–11	13 March 2007	291895

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Introduction

The inspection was carried out by an Additional Inspector.

Description of the school

This is a very small sized rural primary school. The proportion of pupils eligible for free school meals is below the national average. The percentage of pupils with learning difficulties or disabilities and the percentage of pupils with a statement of special educational need are above those found nationally. All pupils are from White British backgrounds. Some year groups have high levels of pupil mobility with a number of pupils joining at other than the usual times. The school was awarded Healthy School status in 2006.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

Sedgford Primary is a good school that provides good value for money. Inspection findings endorse the school's judgement of its own effectiveness. The school benefits from good levels of support from parents and pupils as illustrated by one parent who wrote, 'I am more than happy with the education and care for my child.' The school is always looking to move forward and its good track record of tackling weaknesses indicates a good capacity for continuing improvement.

When children start at the school, attainment varies from year to year, as do standards by the end of Year 2 and Year 6, because of the very small number of pupils in each year group. Standards in the Foundation Stage are currently at an expected level and standards are above average for Year 6 pupils. Writing standards continue to improve but there is still scope for further improvement. However, good quality teaching overall means that all pupils across the school make good progress and achieve well from their different starting points. Teaching motivates pupils and ensures that work is closely matched to their needs and abilities. Assessment is good and marking of pupils' work is sometimes excellent, although at times a lack of regular formal recording of pupils' progress in writing limits a clear overview of their achievement.

Pupils' personal development and well-being are good. Pupils make a telling contribution to the life of the school through their good behaviour, respect for one another, satisfactory attendance and readiness to carry out jobs and tasks. Their awareness of what is needed to keep fit, safe and healthy is particularly good and they recognise the importance of contributing to the wider community. Pupils are cared for well. They feel safe and secure and believe that their views are not only listened to but are also valued and respected. The curriculum on offer is wide and varied and adds much to pupils' enjoyment of school. Foundation Stage provision is good. Across the school, key literacy, numeracy and computer skills are developed well in the formal curriculum but are not always put to the test in innovative curriculum and enterprise initiatives or projects that would prepare them even better for their future lives and the world of work.

Leadership and management of the school are good. The headteacher leads the push for continued improvement well and has created a good team spirit where all staff work together to tackle any identified weaknesses. There is a strong sense of community cohesion because of the school's readiness to take on board the views of parents and pupils and also because of the contribution of governors who play an important role in the life of the school and in evaluating how effective it is.

What the school should do to improve further

- Raise writing standards further by capitalising on planned opportunities to write in different subjects and by assessing and formally recording pupils' progress more frequently.
- Provide more opportunities for pupils to put their literacy, numeracy and computer skills to the test in innovative curriculum and enterprise initiatives.

Achievement and standards

Grade: 2

The number of pupils in each year group is very small and so comparisons with attainment nationally are not reliable. Attainment on entry to the school varies from year to year. Standards in the Foundation Stage and in Year 2 are close to national expectations and national averages respectively. They are indicative of these pupils' lower than average attainment when they started school. Standards for the current Year 6 pupils are above average in English, mathematics and science, which represents good progress from their starting points. Writing standards continue to rise and as part of its continued push, the school is rightly targeting further improvement through writing in different subjects. The important factor, however, is that evidence clearly shows that, across the school, pupils of all abilities make good progress and achieve well, including those with learning difficulties or disabilities. Much of this is due to good quality teaching, particularly in Years 3 to 6, the setting of challenging but reachable targets and the leadership of the school which identifies areas of weakness accurately and tackles them rigorously.

Personal development and well-being

Grade: 2

Pupils' personal development, including their spiritual, moral, social and cultural development, is good. Pupils behave well, and often very well, in class and around the school, and readily show respect to staff and one another. They enjoy school and attendance rates are close to the national average. Pupils talk particularly enthusiastically about visits, visitors to school and after school clubs, which they feel make learning more fun. Pupils are reflective, genuinely look out for one another and have a strong awareness of the impact of their actions on others. The school is increasingly providing more opportunities to raise pupils' awareness of differing cultures but recognises this is work in progress. The pupils have a very strong grasp of what is needed to keep fit, healthy and safe because of the school's commitment to promoting these important ideals. Through the school council, 'playpals,' carrying out jobs around the school and through participation in events in the locality, pupils are more than willing to play their part in creating a sense of community cohesion. Basic skills are taught well but these are not always put to the test in initiatives that could widen pupils' knowledge of the world of work.

Quality of provision

Teaching and learning

Grade: 2

Good teaching and learning lie at the heart of the good progress pupils make. Teaching, which in all instances is in mixed aged classes, meets the needs of individuals well. What pupils are to learn is shared with them and then reviewed at the end of the

lesson. Relationships and management of pupils are consistent strengths and teaching assistants readily play their part in helping pupils to achieve well. Teaching in Years 3 to 6 is particularly strong because of its vibrancy, challenge and effectiveness in bringing learning to life – factors that are, on occasions, missing in other teaching. Teachers are reflective and willing to share good practice. They act on the regular pointers for improvement given by the headteacher, which are at times informal but good quality. Marking of work is good, and for the older pupils excellent, because it gives precise and accurate guidance as to what is needed to improve and, importantly, there is a high expectation that pupils will act on the constructive comments – and they do.

Curriculum and other activities

Grade: 2

The curriculum is good. Literacy, numeracy and computer skills are covered well and a good emphasis is given to pupils developing their investigative, problem solving and thinking skills in mathematics and science. However, opportunities to develop writing skills in different subjects or to practise other key skills in innovative ways are not yet fully seized upon. The school brings in specialist teachers to provide good quality provision in physical education and all pupils benefit from the opportunity to learn French and to take part regularly in drama sessions. Good provision is made for pupils with learning difficulties or disabilities and for higher attaining pupils. The school's big push on healthy lifestyles and good citizenship is reflected in pupils' keen awareness of keeping safe and healthy and their readiness to contribute to the school and wider communities. A good array of after-school clubs, together with an appropriate number of visits and visitors, enrich the curriculum, with the school already looking at extending provision so that pupils' knowledge of the wider world is further enhanced.

Care, guidance and support

Grade: 2

The school provides good levels of care, support and guidance for all pupils and this is much appreciated by parents. The procedures for child protection and for safeguarding pupils are rigorous and assiduously followed. Health and safety checks and risk assessments are regularly carried out. The very good links which are in place with outside support agencies ensure that pupils who may need additional help, be it academic, emotional or social, receive it. The school goes the extra mile in recognising and celebrating the individuality of pupils. There is little doubt that teachers know the academic strengths and weaknesses of pupils very well, provide good quality academic support and increasingly ensure that pupils have a good awareness of their own targets. However, pupils' progress is not always formally reviewed and recorded regularly enough in writing to more easily identify any incidence of underachievement should it occur.

Leadership and management

Grade: 2

The headteacher leads and manages the school well. She has a good grasp of the school's strengths and takes an effective lead in tackling identified weaknesses in a professional manner with the result that improvements in performance follow. She has moulded together a team of staff who feel valued, and share her desire to provide a good quality of education for pupils and to make the school an even better place. A strength of management is open, honest and accurate school self-evaluation. Regular monitoring of teaching by the headteacher has led to improvements and the fact that she and some other teachers teach in classes other than their own gives them a wider perspective on how well pupils are achieving. The need for providing written feedback more often from lesson monitoring, as well as the good quality verbal feedback, is an accurately identified area for development which is being addressed. Governance of the school is good and has improved significantly since the last inspection when it was judged to be poor. Governors are regular and supportive visitors to the school and play an important role in questioning and monitoring its performance.

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?	2
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	2
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?	2

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

14 March 2007

Dear Children

Sedgeford Primary School, Ringstead Road, Sedgeford, Hunstanton, Norfolk, PE36 5NQ

Thanking you for making me welcome when I visited your school. I really enjoyed talking to many of you and appreciated the way that you were only too ready to share your views about your school. You told me about how much you enjoy school, how many of you feel proud of it and importantly that, if on the rare chance that bullying does occur, you feel very confident that it will be dealt with quickly and sensitively.

You will be pleased to hear that I think Sedgeford is a good school. Teaching is good and helps to make sure that you achieve well. Your headteacher runs the school well and, together with all staff, makes sure that you are well looked after, are happy and safe and that you are encouraged to keep fit and healthy. Another strength of the school is the pupils. You behave well, are keen to do well and it is obvious that you find learning fun.

To make the school even better, I have asked the teachers to do two things. One is for teachers to continue to help improve your writing standards and the second is to make the curriculum even more fun by giving you opportunities to test out your skills in more exciting and interesting learning activities.

Mrs Powell-Bowns, the staff and the governors all want the school to get better and better. Having met you, I am sure you will want to play your part by continuing to behave well, working hard and continuing to enjoy all you do. I wish you every success for your future.

It was a pleasure to meet you.

Martin Newell

Lead Inspector