



# Rudham CofE Primary School

## Inspection Report

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**Unique Reference Number** 121084  
**Local Authority** NORFOLK  
**Inspection number** 292000  
**Inspection dates** 16–17 October 2006  
**Reporting inspector** Richard Cheetham

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 address</b>	School Road
<b>School category</b>	Voluntary controlled		East Rudham, East Rudham
<b>Age range of pupils</b>	4–11		King's Lynn, Norfolk PE31 8RF
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01485 528230
<b>Number on roll (school)</b>	67	<b>Fax number</b>	01485 528230
<b>Appropriate authority</b>	The governing body	<b>Chair</b>	Mr Martin Swale
		<b>Headteacher</b>	Mrs Susan Lunnun
<b>Date of previous school inspection</b>	30 April 2001		

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<b>Age group</b> 4–11	<b>Inspection dates</b> 16–17 October 2006	<b>Inspection number</b> 292000
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## Introduction

The inspection was carried out by an Additional Inspector.

## Description of the school

This small, popular school has had additional building since the previous inspection. The number of children on roll has also risen since then. Nearly all are from White British backgrounds. The proportion of children entitled to free school meals is average, as is that of children with learning difficulties and/or disabilities. The number of children starting or leaving the school each year is low. Since late September 2006, the headteacher works for half her time leading another nearby primary school as part of a partnership arrangement.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

This is an effective school that provides good value for money. The school agrees with this view of itself. It is very highly regarded by the parents and carers, who have very few concerns. As one aptly commented, 'Our children thrive in the very supportive school environment.'

Through the headteacher's good leadership and management, the school has made good progress since its previous inspection. It has effective plans, is well-placed to improve further and supports all learners well. Staff and governors have decided on the right priorities to improve the school. Governors are effective and are refining further how they monitor the school's performance. There are some measures in place to manage the change in the headteacher's responsibilities, but others, especially with regard to delegation and communication, have yet to be implemented.

Year 6 children's standards of attainment have mostly improved year on year and are usually above average because children's needs are met well. Children make good progress and achieve well because teaching and learning are usually good. Children with learning difficulties make good progress because they are supported well. Children start in the Foundation Stage with standards which are similar to most children. However, these standards vary and are distorted by the small numbers in each year group. Children progress well and reach or exceed the standards expected by the time they start Year 1. They then continue to make mainly good progress in Key Stage 1 and achieve mostly above average standards. Good progress continues in Key Stage 2 so that by Year 6, standards are average in English, well above average in mathematics and above average in science. They make good progress in reading and satisfactory progress in writing, although they often find writing at length difficult. Last year, higher attainers did not make enough progress in science to reach the higher level expected of them. Specialist teaching helps children make good progress in music and physical education.

Children's personal development and well-being are outstanding because they respond very well to the school's excellent care and guidance. They have a thorough understanding about keeping healthy through taking part in sports and games, and walking or biking to school. They make healthy food choices and all know why they should. They comment on improvements they could make to their own lunch box contents. They behave excellently and take very good care of one another. Children thoroughly enjoy school, attendance is excellent and they take a full part in the school's extra activities. Many of these are linked to the local community and children's regular involvement puts them at the heart of village life. The class and school councils give the children an influential stake in the school's development. Their progress in basic skills, and in working very well with others, gives them a good platform for the next steps in their education and future life.

## **What the school should do to improve further**

- Improve children's progress in writing longer pieces of work and ensure that higher attainers achieve well in science.
- Ensure there are developed management systems of communication and delegation to sustain the school's performance.

## **Achievement and standards**

### **Grade: 2**

In the Foundation Stage, children learn to be independent and to work alongside each other. They make good progress in all six areas of learning because of skilled teaching and good staff cooperation in this mixed key stage class. Children with learning difficulties progress well because their needs are assessed and met well. Children progress particularly well in speaking and listening and by Year 6 reach standards well above those expected. This is because they are encouraged to talk confidently, explain difficult ideas well and listen attentively. They progress well in reading and enjoy a wide range of texts. More able children read fluently and expressively and a particular strength is that all readers know how to tackle unfamiliar words. Children have good handwriting skills but find writing extended pieces difficult. In mathematics where standards have significantly improved, children have very good number skills, apply measuring skills very well but a relative weakness is their problem-solving skills. They make good progress in science investigations but higher attainers less so, because they do not consider their findings against their initial predictions. Children progress well in other areas, particularly in music, physical education, art and design and information and communication technology (ICT).

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

### **Grade: 1**

Children's spiritual, moral, social and cultural development is excellent. The children respond sensitively to music and art. Their work in these subjects has a positive effect and results in a very good understanding of other cultures. The children have a particularly strong sense of right and wrong, and mix very easily and confidently. All this comes from the opportunities gained through the school's varied curriculum and well planned teaching and learning. Children use their initiative very well such as when they organise cake sales to raise money for the school and for charities. In so doing, they develop their economic understanding very well. Children have great fun by organising school events, such as an end of term Talent Show. They are very happy in class and children in the Foundation Stage sing spontaneously as they play. Children carry out their duties very responsibly as members of the school council and are quick to make improvement suggestions to it from the class councils. They have a very strong voice in the school and understand very clearly about voting and being a representative. Older children look after younger ones very well so that no one is left out at play time. Children play and learn safely and their attendance is consistently excellent.

## Quality of provision

### Teaching and learning

#### Grade: 2

The quality of teaching and learning is good because teachers plan well and have good subject knowledge. They work effectively with skilled teaching assistants to enable children's needs to be met well. Staff provide good support for pupils with learning difficulties enabling them to progress well. Teaching in the Foundation Stage is imaginative and well organised to catch the best moments to spur children on or to consolidate what they know. Lessons are well-structured and children understand what is expected of them. Teachers are skilled questioners and challenge children to think more deeply. Children are confident enough to suggest answers without being afraid to be wrong. Occasionally, teachers spend too long on one activity and the pace of learning slows. In a few instances, the work set for children in some mixed age classes is not matched well enough to their needs. Children work very well in small groups to support one another. Specialist teaching in music, French and physical education makes a good contribution to children's progress. Teachers assess children's work well. Their marking is detailed and helps children understand how to improve. The children are also involved in assessing the quality of their own work so they know how to improve.

### Curriculum and other activities

#### Grade: 1

The curriculum is extremely rich and varied. It enables children to make good progress because they increasingly apply the skills they learn in one subject to others. For instance, children write sections of stories with children from a local school and email one another their contributions. Most staff have a musical talent and help to develop children's musical interests. French is taught regularly from Year 3 onwards. Children make a very good contribution to the village community and teachers use it highly effectively as a learning resource. There is an extensive range of extra activities enabling all children to develop confidence and enjoy their learning. Children regularly visit local places of interest and older ones go further afield for residential experiences to widen their perspectives. The breakfast club is one of several extra activities that children enjoy socially as well as learning new skills. The school's strong links with schools in Greece and Kenya significantly increase children's understanding of different cultures.

### Care, guidance and support

#### Grade: 1

The school has very thorough arrangements for safeguarding its children and they feel very safe. They have great confidence in the staff and know to whom to turn if they need help. Through their highly effective team work, staff pool their knowledge of individuals' development so that all are closely involved in caring for them and

supporting their progress. The monitoring of children's achievement is thorough and helps teachers gauge children's progress and plan their future learning. Test performance is scrutinised and teaching is made more effective as a result. Children with learning difficulties are monitored very carefully. They are involved in writing their individual education plan targets so they know how to get better. Links with external support agencies are very effective. The school also cares well for its staff by monitoring and promoting their welfare.

## **Leadership and management**

### **Grade: 2**

The headteacher provides clear leadership and has built a cohesive and effective staff team. The school's performance is monitored well and is discussed with governors. Staff currently share responsibilities and decision-making. This has worked well. The headteacher's planned absence has resulted in some organisational changes, such as meeting arrangements and timetabling. Others, for example, relating to communication and delegation are not yet fully implemented.

The headteacher ensures that resources are deployed well to meet learning needs; for instance, the good progress made in ICT is because of the hardware replacement programme and investment in staff training. The school communicates very well with the parents and consults with them on decisions. Both staff and governors are involved in writing and monitoring the school's improvement plan which forecasts development beyond the current year. Governors are properly involved in all school decisions. They have budgeted carefully to allocate the current underspend and have bid successfully for additional funding. They are well organised and hold the school to account for its performance.

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## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	<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>	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

<b>How well do learners achieve?</b>	2
The standards <sup>1</sup> 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

<b>How good is the overall personal development and well-being of the learners?</b>	1
The extent of learners' spiritual, moral, social and cultural development	1
The behaviour of learners	1
The attendance of learners	1
How well learners enjoy their education	1
The extent to which learners adopt safe practices	2
The extent to which learners adopt healthy lifestyles	1
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

### 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>	1
<b>How well are learners cared for, guided and supported?</b>	1

<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>	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**

18 October 2006

Dear Children

Rudham Church of England Primary School, School Road, East Rudham, King's Lynn, Norfolk, PE31 8RF

Thank you for making me so welcome at your school. I really enjoyed listening to the many things you had to tell me, looking at your work and watching you learn. You told me how much you enjoyed the many extra activities and how you feel you are involved in helping the school improve. This letter is to tell you the good things I learned about your school and a few ideas for how it can get better.

You go to a good school that takes excellent care of you and helps you do as well as you can. You talk things through very well and listen to others carefully. You do well in reading, number work and science. You sing well. You use computers to help you learn and draw carefully and paint some colourful designs. You have an excellent understanding about keeping active, eating healthy food and you enjoy your sports. You look after one another very well and behave excellently. I have asked Mrs Lunnun and the other adults to help you to improve your writing and to help those that are particularly good at science to do even better.

Mrs Lunnun does a good job and works well with the other adults to improve things for you. You may miss her while she works for part of each week helping Weasenham School. Therefore, I have asked her to make sure that she helps the adults organise things better so that the school continues to improve even when she is away.

Best wishes

Richard Cheetham

Lead inspector