

# Great Ellingham Primary School

## Inspection report

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<b>Unique Reference Number</b>	120812
<b>Local Authority</b>	Norfolk
<b>Inspection number</b>	313749
<b>Inspection dates</b>	10–11 September 2008
<b>Reporting inspector</b>	Stephen Walker

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

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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 (total)	153
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Hugh Collier
<b>Headteacher</b>	Mrs Catherine Mills
<b>Date of previous school inspection</b>	28 February 2005
<b>Date of previous funded early education inspection</b>	Not previously inspected
<b>Date of previous childcare inspection</b>	Not previously inspected
<b>School address</b>	Hingham Road Great Ellingham Attleborough Norfolk NR17 1HX
<b>Telephone number</b>	01953 453342
<b>Fax number</b>	01953 457599

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<b>Age group</b>	4–11
<b>Inspection dates</b>	10–11 September 2008
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## Introduction

The inspection was carried out by two Additional Inspectors.

## Description of the school

Great Ellingham Primary School is small compared with other primary schools. It is situated in the village about two miles from Attleborough and serves pupils from the immediate vicinity and the surrounding area. The original Victorian building was extended in 2004 and the school has extensive grounds. The majority of pupils are from White British backgrounds. The proportion of pupils with learning difficulties and/or disabilities is below the national average. The percentage of pupils known to be eligible for free school meals is also below the national average. The pupils are taught in six classes in the main school, several of which contain mixed ages. Early Years Foundation Stage (EYFS) is provided through the Reception class, which also includes a small number of Year 1 pupils. The school is in a partnership with the neighbouring primary school in Rocklands and shares the same headteacher. The school has gained the Active Sports Mark.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 3

Great Ellingham Primary is a satisfactory school. There are good features in pupils' personal development and well-being. It is undergoing a period of significant development to support improvements in the achievement of the pupils. The headteacher and assistant headteacher work well as a new team and provide committed leadership, so that there is a clear plan for development that is beginning to impact on standards and achievement. Parents praise the positive atmosphere of this small school and the dedication of the teachers. One parent wrote, 'The school has a very happy family atmosphere. The teachers are very approachable and really help the pupils in their work. I am very satisfied with my children's education at the school.'

Pupils make satisfactory progress because they enter the school with levels of knowledge and understanding that is in line with national expectations and leave with average standards. Standards in English are above average due to the greater emphasis on developing pupils' reading and writing skills. Targeted support for pupils who require additional help with their work is beginning to raise levels of achievement. The school acknowledges the need to raise standards and rates of progress in Years 3 and 4, and across the school in mathematics.

Good pastoral care and guidance from teachers and teaching assistants supports the good personal development and well-being of the children. Pupils behave well and greatly enjoy coming to school. There is a very positive culture of welcoming all pupils to the school. They appreciate the opportunities to take on responsibilities and are very proud of their school. The school has been proactive in developing the multi-cultural awareness of the predominantly white pupils. Teaching is satisfactory with some examples of good practice. There is a developing system for using assessment information to track pupils' progress in order to identify potential underachievement. However, the teachers are not consistently using pupils' targets and tracking of progress to inform planning, learning and intervention support. The school recognises that the curriculum is not clearly coordinated across the subject areas, so that it is not yet fully effective in improving learning and raising standards across the school.

Self-evaluation is very accurate, but actions to remedy weaknesses have not had time to be fully effective. Leaders are introducing new systems and these are beginning to improve pupils' progress. The school has effective partnerships with the local community, external services, the local authority and the local secondary school. The school is developing a valuable partnership with the Rocklands Primary School. The greater emphasis on raising standards, the increased awareness of tracking pupils' progress, the changes in the deployment of teachers and the appointment of the new management team indicate that the school has a satisfactory capacity to improve. However, the recent changes have not yet fully impacted on raising standards of achievement in the school.

## Effectiveness of the Early Years Foundation Stage

### Grade: 2

Children enjoy school and make good progress in all the areas of learning. The teachers and teaching assistant work extremely well together so that there are clear expectations of the children. They model good language and show respect, which encourages the children to develop good social skills, behave well and help each other. The staff's good knowledge of early years learning and development enables them to meet the needs of each child in the class. There is a good range of resources for indoor and outdoor learning and the environment is safe

and secure. Teachers encourage the children to take responsibility and make decisions. They are already aware of healthy eating and there is good attention to their general welfare. A favourite time of day is when they come together to share a snack in the morning with two children taking the role of 'helping hands'. The children talk to each other and their teacher and this is having a significant impact on their personal development as well as encouraging number and language skills and understanding. They are showing interest and curiosity and developing independence. Relationships with adults and with each other are very good. Staff work hard to ensure that parents are fully involved in their child's learning and hold regular meetings. Parents are appreciative and commented that their children have settled very quickly. Teachers carry out regular assessments to help them plan for individual learning and have begun to develop this further. There are effective links with other providers, particularly the nearby pre-school.

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

- Raise pupils' levels of attainment and rates of progress in Years 3 and 4, and across the school in mathematics.
- Use assessment information more consistently to inform planning, teaching and intervention to meet the learning needs of each pupil.
- Develop further curriculum links across the subject areas in order to improve pupils' learning and progression.

A small proportion of the schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

## **Achievement and standards**

### **Grade: 3**

Achievement is satisfactory and most pupils leave Year 6 having reached national expectations. In Years 1 and 2, pupils make satisfactory progress and standards are average in reading, writing and mathematics. From Years 3 to 6, most pupils achieve satisfactory results. Over the last three years, the Key Stage 2 national test results have been broadly average, although the results in English have been above average. The majority of pupils gain at least Level 4 in the three core subjects but there is some underachievement in mathematics. The improved tracking of pupils' performance supports their progress. Targeted support for pupils who require additional help is increasingly effective in raising levels of achievement. The more structured approach to mathematics and the emphasis on writing is currently improving pupils' standards. The rate of progress in Years 3 and 4 has been inadequate but changes in the structure of classes and deployment of teachers is beginning to have a positive effect on pupil achievement. Additional support for pupils who find learning difficult ensures that they make satisfactory progress. Evidence of pupils' work during the inspection shows that most classes are making at least satisfactory progress.

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

### **Grade: 2**

Pupils enjoy school and are enthusiastic about their lessons. They appreciate the small size of the school and feel part of the family atmosphere. They behave well because there are clear guidelines and they genuinely respect and care for the other pupils. Pupils generally adopt healthy lifestyles and take part in a range of sporting activities. Spiritual, moral and social

development is good. The pupils are increasingly aware of other cultures, beliefs and customs. The school council plays an active role in the life of the school, such as in the development of the Trim Trail. Older pupils welcome opportunities for responsibility such as prefects, house captains and organising play activities for the younger pupils. Pupils are active in fund raising for charities such as Christian Aid and sending shoeboxes to Romania. They gain the basic skills needed for secondary school and acquire a good range of personal skills. They develop into positive and friendly individuals. Attendance is now above average and there are good systems for monitoring absences.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

Teachers work hard to make activities interesting for pupils and give them many opportunities to work together in pairs and groups. As a result, pupils work well together and help each other learn. Teachers successfully encourage them to share their ideas. Classroom management is very effective and pupils behave well as a result. In some classes, very good use is made of pupils' self-assessment, which supports pupils' progress and understanding. Relationships are positive and pupils feel secure so that they can learn effectively. Teaching assistants provide effective support and make a good contribution in most lessons. There are examples of very successful teaching in the school where teachers have high expectations of pupils, match work to their individual needs and set them challenging targets. However, this is not yet consistent throughout the school. Not all teachers are as rigorous in using assessment information to inform their planning and teaching. Consequently, some lessons lack the pace and challenge to support all pupils to make good progress.

### **Curriculum and other activities**

#### **Grade: 3**

Pupils are keen to take part in the activities provided for them. Over half, including some of the youngest take part in a wide range of clubs held at lunchtime and before and after school. As well as providing the statutory curriculum, the school is proud to offer French and Spanish and to provide specialist sport teaching which enriches learning. There are many visits to local facilities, such as the mini beast trail, to help pupils learn in a first hand, practical way. Residential visits support pupils' personal development. Information technology is embedded well across the curriculum and pupils regularly use it as a tool for learning. Fluctuating numbers of pupils mean the school has to reorganise its class groupings on a regular basis. This sometimes has an adverse impact on the continuity and progression within the curriculum. The school has begun to explore creative ways to develop further curriculum links across the subject areas to improve pupils' learning and progress.

### **Care, guidance and support**

#### **Grade: 3**

The school provides good pastoral care for its pupils. All staff in the school give this a high priority resulting in pupils who are safe, secure and happy. Legal requirements for safeguarding are fully in place and there are strong procedures to protect the most vulnerable pupils. The school takes effective steps to help pupils transfer to their next stage of education. Academic guidance and support are satisfactory. There is an emphasis on ensuring that all pupils have

targets in literacy and numeracy. However, this is at an early stage of development and teachers are not consistently applying it in all classes. As yet, parents and some pupils have not been fully involved in the setting and sharing of targets. Despite this, there is evidence of best practice on which to build. Similarly, standards of marking and assessment are variable across the school. In the classes where this is well-developed pupils make good progress.

## **Leadership and management**

### **Grade: 3**

The headteacher provides strong and informed leadership and is well respected by parents, teachers and governors. She is very clear about the areas for development and her newly formed management team are providing a strong impetus for improvement across the school. New systems of monitoring and higher expectations are beginning to raise the standards achieved. The school's development and improvement plan correctly identifies priorities with intended action and clear monitoring and evaluation arrangements. Subject leaders are increasingly effective in their planning, supporting and monitoring roles. Support staff are greatly valued by pupils and teachers. The school is effective in recruiting staff and there is a good programme of professional development. The school runs very smoothly and calmly on a day-to-day basis and makes a positive contribution to its community. Governors are well informed of the school's progress and areas for development. They are increasingly involved in monitoring the school's progress. The school is setting challenging targets to raise standards. Although the school has taken effective steps to ensure improvement, standards are only just beginning to rise.

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## Annex A

**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?	3
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well being?	3
The capacity to make any necessary improvements	3

**Effectiveness of the Early Years Foundation Stage**

How effective is the provision in meeting the needs of children in the EYFS?	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	2
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	2

**Achievement and standards**

How well do learners achieve?	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/or disabilities make progress	3

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<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.

## Personal development and well-being

<b>How good are the overall personal development and well-being of the learners?</b>	2
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
The extent to which learners enjoy their education	2
The attendance of learners	2
The behaviour of learners	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 learners' needs?</b>	3
How well do the curriculum and other activities meet the range of needs and interests of learners?	3
How well are learners cared for, guided and supported?	3

## 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 leaders and managers use challenging targets to raise standards	3
The effectiveness of the school's self-evaluation	3
How well equality of opportunity is promoted and discrimination eliminated	2
How well does the school contribute to community cohesion?	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

**Annex B****Text from letter to pupils explaining the findings of the inspection**

12 September 2008

Dear Pupils

Inspection of Great Ellingham Primary School, Great Ellingham, NR17 1HX

Thank you for making us so welcome and talking to us during the inspection. We really enjoyed listening to you singing the 'School Rules' during the assembly. Great Ellingham Primary is providing a satisfactory standard of education and is making some good improvements to the school.

There are many positive things about your school:

- you have a very friendly school and you look after each other
- you have a good headteacher who leads your school well
- you enjoy coming to school and try hard in lessons
- you are positive, well behaved and polite
- you take part in the wide range of extra-curricular activities
- you raise a great deal of money for charities
- you are aware of the importance of adopting healthy lifestyles
- the teachers and staff provide very good support and care for you
- your teachers work hard to make lessons interesting for you
- the school is tidy and you have plenty of space outside for play and sport.

We have asked your headteacher, the staff and the governors to do the following things to make your school even better:

- improve progress in Years 3 and 4 and across the school in mathematics
- make sure that all teachers are using the assessment information so that it helps them to meet your individual learning needs
- develop the curriculum so that there are clear links between the subjects, which help your learning and progress.

We hope that you will continue to work hard and enjoy learning. We wish you every success in your future education.

With very best wishes,

Stephen Walker

Lead inspector