

Reepham Primary School

Inspection report

Unique Reference Number	120845
Local Authority	NORFOLK LA
Inspection number	313763
Inspection date	10 December 2007
Reporting inspector	Kathleen Yates

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

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number on roll	
School	212
Appropriate authority	The governing body
Chair	Mrs Alison Kennedy
Headteacher	Mrs Lisa Cook
Date of previous school inspection	8 November 2004
School address	School Road Reepham Norwich NR10 4JP
Telephone number	01603 870321
Fax number	01603 871603

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Introduction

The inspection was carried out by an Additional Inspector. The inspector evaluated the overall effectiveness of the school and investigated the following issues: the quality of pupils' personal development, pupils' progress in English, and the impact of leadership and management at all levels. Evidence was gathered from observing work in classrooms, scrutinising school documentation and records of pupils' achievement and progress, discussions with senior leaders in the school and with pupils. Other aspects of the school's work were not investigated in detail, but the inspector found no evidence to suggest that the school's own assessments, as given in its self-evaluation, were not justified, and these have been included where appropriate in the report.

Description of the school

This school is slightly smaller than average and the social and economic background of the pupils is favourable. Fewer pupils than average are eligible for free school meals. The proportion of pupils who have learning difficulties and/or disabilities is average. Most pupils are of White British heritage.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

Reepham Primary School provides its pupils with a satisfactory education. The school's view of itself is accurate, correctly identifying its particular strengths but also honestly appraising its less successful areas, such as achievement in writing in the most recent tests for older pupils. Liaison with the nearby high school is good and helps pupils to make a smooth transition. While parents are mostly positive in their views of the school, a minority expressed concerns. They say that communication with staff can be difficult and they would appreciate a more welcoming approach to discussing their concerns. The school gives satisfactory value for money and the capacity for further improvement is satisfactory.

Pupils' personal development including their spiritual, moral, social and cultural development is satisfactory. Attendance is above average and it has improved considerably since the last inspection. Pupils have a good understanding of what they need to do to stay fit and healthy and to keep safe. Most pupils say they enjoy coming to school, they regularly take part in fund raising and make a positive contribution to the community. They behave well in lessons and around the school. By the time they leave, they are suitably prepared with the skills they will need for their future lives.

By Year 2, all pupils, including those who have learning difficulties and/or disabilities, make good progress and achieve well. The 2007 results of the teachers' assessments were above average in mathematics and well above average in reading and writing. These results reflect a significant upward trend. The school has been particularly successful in improving standards in writing in Years 1 and 2.

While the national test results for Year 6 in 2006 were well above average, and achievement was good, standards have fluctuated year on year. Unconfirmed test results for 2007 show standards are broadly average and progress overall is satisfactory for all pupils, including those with learning difficulties and/or disabilities. Pupils did well in reading as a result of a drive to raise standards. Standards attained in writing were lower than the targets the school set and no pupils attained the higher level. Evidence in school shows that, historically, there were inconsistencies in the amount of progress made across year groups. The school has been through an unsettled period and now has more stability. Inspection findings show that pupils are currently on course to meet their targets and progress is becoming more consistent.

Teaching and learning are satisfactory but until recently, there has been an over-reliance on strong teaching in key years. Steps have been made to rectify this by the introduction of pupil tracking and greater accountability of individual teachers. Teaching is best when the pace of learning is brisk and the activities set are well matched to the pupils' needs so that they achieve well. However, too often, planning does not identify clearly enough how pupils are to develop independent learning skills and when they are to be given the opportunity to use these skills. The curriculum is satisfactory and there is a wide range of enhancement activities for older pupils. Care, guidance and support for pupils are satisfactory. Support for vulnerable pupils is good. Safeguarding arrangements including those for child protection are in place. Pupils have targets to help them to know how to improve their work but these have only recently been introduced and it is too soon to measure their impact.

Leadership and management including governance are satisfactory. Governors are supportive of the school and committed to ensuring the budget is spent wisely. They are aware of the concerns of some parents and are keen to address them. The headteacher has implemented a

comprehensive scheme to check on how well pupils are doing and has made a thorough analysis of their progress. Consequently, she has a clear understanding of the need to improve standards in writing for older pupils and the school has a focused action plan to show exactly how improvements are to be brought about. Governors are linked to curriculum areas and both they and the subject leaders are improving their monitoring. However, they are not yet making all of the checks necessary to ensure that all pupils make consistently good progress in their subjects.

Effectiveness of the Foundation Stage

Grade: 3

Children arrive in Reception with levels of skills and knowledge, which are at least typical for their age. For many they are higher. Induction procedures are good and ensure children enjoy a smooth entry into school where they feel safe and secure. Parents are encouraged to take a keen interest in helping their children, for example by sharing books with them. Teaching, learning and the curriculum are satisfactory. Most children are confident to work alongside others and behave satisfactorily. However, the routines whereby they are required to listen attentively are not firmly established and opportunities for developing independence are limited. Staff organise a suitable range of indoor activities, which children enjoy. The school is in the process of improving the outdoor learning area so that children have appropriate opportunities to take part in a range of activities outside the classroom. Leadership and management are satisfactory and school assessment records show that children make satisfactory progress. By the end of the Reception year, almost all children reach the levels expected of this age in all areas of learning, with the majority exceeding them in all areas except personal development.

What the school should do to improve further

- Implement the action plan to improve standards in writing in Key Stage 2 and monitor its effectiveness and impact.
- Give pupils more planned opportunities to develop independent learning skills.
- Improve the role of subject leaders and the governing body in checking the quality of pupils' learning and achievement.
- Improve the effectiveness of links with parents.

A small proportion of 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.

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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 effectiveness of the Foundation Stage	3
The capacity to make any necessary improvements	3

Achievement and standards

How well do learners achieve?	3
The standards ¹ 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

How good is the overall personal development and well-being of the learners?	3
The extent of learners' spiritual, moral, social and cultural development	3
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
How well learners enjoy their education	3
The attendance of learners	2
The behaviour of learners	2
The extent to which learners make a positive contribution to the community	3
How well learners develop workplace and other skills that will contribute to their future economic well-being	3

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	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

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.

Annex A

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	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 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?	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**

11 December 2007

Dear Pupils,

Inspection of Reepham Primary School, Norfolk, NR10 4JP

Thank you for making me so welcome when I visited your school. I really enjoyed meeting you and listening to your views. This letter is to let you know what I found out about your school.

Your school is very popular and the staff take care to make sure that you all settle smoothly so that you are happy there. You have a good understanding of how to keep yourselves fit and know how to eat healthily and to keep yourselves safe from danger. Pupils in Year 2 last year did well to reach some very high levels in their tests. All of you throughout the school do very well in your reading. There is a good range of additional activities for older pupils. You have a better rate of attendance than many other children in the country - well done! Please keep it up.

The school is going to help those of you in Years 3 to 6 to improve your writing. Your headteacher has made regular checks on your progress. These show that you have made better progress in some years than others. I would like you to do as well as you can every year. To make sure this happens, the teachers who are in charge of subjects are going to be much more involved in making regular checks on how well you are doing. They will also help to make sure that teaching is always good and that you are encouraged to be more independent learners. Governors will be working hard to make sure all these things happen so that more of you will make good progress in every year. The school is also going to work hard to make all of your parents feel more welcome so that everyone is working together well to help you do as well as you can.

I wish you well for the future,

Kathleen Yates Lead inspector