

# West Raynham Church of England Primary School

## Inspection report

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<b>Unique Reference Number</b>	121052
<b>Local Authority</b>	Norfolk
<b>Inspection number</b>	313853
<b>Inspection date</b>	6 June 2008
<b>Reporting inspector</b>	Godfrey Bancroft

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 category</b>	Voluntary controlled
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	43
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Grant Harrison
<b>Headteacher</b>	Mr Christopher Allen
<b>Date of previous school inspection</b>	30 June 2003
<b>School address</b>	West Raynham Fakenham Norfolk NR21 7HH
<b>Telephone number</b>	01328 838317
<b>Fax number</b>	01328 838317

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## Introduction

The inspection was carried out by one Additional Inspector.

## Description of the school

This is a very small school serving a village community to the west of Fakenham. The percentage of pupils eligible for free school meals is above average. Currently, all pupils are of White British origin, with none who speak English as an additional language. Attainment on entry broadly reflects that expected for four year olds but covers a wide range and tends to vary from year to year. The percentage of pupils who have learning difficulties and/or disabilities is broadly average. Even so, the percentage of pupils who have a statement of special educational need is very high. The number of pupils who start or leave the school at other than the expected times is higher than found usually. The school has gained Investors in People and the National Healthy Schools Award. The school works in partnership with another local primary school. The headteacher leads both schools and has been in post for seven weeks.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 1

This is an outstanding school that cares deeply that all its pupils are able to do as well as they can, both academically and socially. Currently, standards in English, mathematics and science are above average. At the end of Year 2, standards in reading writing and mathematics are also above average. A far more consistent picture is apparent in terms of achievement, with all children, including those who sometimes find learning hard, making very rapid progress. Even so, there is a tendency for standards in mathematics to lag behind slightly those in English and science.

Personal development and well-being are excellent. Typical of many views expressed was one pupil's comment, 'I like everything at my school, the teachers are brilliant'. Behaviour in lessons and around the school is outstanding, and very high levels of attendance reflect pupils' enjoyment of their learning. Teaching and learning are also outstanding and meet the learning needs of all pupils exceptionally well. They are the main reason why pupils make such exceptional progress. The promotion of pupils speaking and listening skills has a high profile and is very successful. Whilst standards in English are above average, the high levels of speaking and listening are not always apparent in the quality of pupils writing. The curriculum is excellent, especially the extensive range of educational visits and additional activities. Care, guidance and support are exceptional. One parent commented, 'My son is thriving at this school'. This view is typical of those expressed by many others. Teachers and teaching assistants help pupils to understand what they need to do to make their work even better. They are also exceptionally good at helping any who fall behind to catch up.

Leadership and management are outstanding. The infectious enthusiasm of the headteacher pervades all aspects of the schools' work. Supported by the governors, the headteacher and staff are not complacent about the work of the school and are always searching for ways of bringing about even greater development. The school has successfully addressed the issues raised at the last inspection and its capacity for continued improvement is outstanding.

## Effectiveness of the Foundation Stage

### Grade: 1

Children settle in quickly and achieve very well from their various starting points. Teaching and learning are outstanding. The careful attention given to children's personal, social and emotional development underpins their exceptional progress in all areas of their learning. When they leave Reception Year, many exceed the age- related expectations in all areas of their learning. The curriculum is outstanding and meets the needs of the full range of abilities very well, especially those of children who sometimes find various aspects of their learning difficult. Being taught in a class alongside older pupils benefits the children, helping them to become increasingly mature learners. Their behaviour is excellent and they apply themselves well in all areas of their learning. The school has invested wisely to ensure that children benefit from opportunities to learn and play outside. Teachers assess children's progress accurately and are swift to respond in the event of any failing to make the progress expected of them.

## What the school should do to improve further

- Focus even more closely on pupils' mental and problem-solving skills in mathematics to ensure that standards stay as high as possible.

- Make full use of pupils' excellent speaking and listening abilities to underpin the quality of their written work.

## **Achievement and standards**

### **Grade: 1**

Year-on-year results have tended to vary greatly, mainly because of variations in pupils' starting points when they begin school. Even so, a steady increase in the rate of pupils' overall progress from year to year is evident, to the extent that pupils now make exceptional progress and standards in English, mathematics and science are currently above average. A big leap in standards was evident in 2007, with another significant increase made by those pupils who are currently in Year 6. These improvements are mainly attributable to some exceptional teaching, which ensures continuity in pupils' learning. However, there is a slight tendency for standards in mathematics to lag behind those in English and science. Pupils achieve well in many other subjects, such as art and design and music. Those who sometimes find various aspects of learning difficult also make exceptional progress.

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

### **Grade: 1**

Pupils' spiritual, moral, social and cultural development is outstanding. This is especially true of their spiritual development, which benefits greatly for the school's strong links with the church and from excellent opportunities to be involved in music and the arts. Attendance levels are very high and there have been no exclusions in recent times. Behaviour is exceptionally good and pupils say that bullying is non-existent. They get along very well together and work hard during lessons. However, a few do not always take enough care to present their work as neatly as they might. Pupils' knowledge of how to stay safe and of the importance of eating sensibly and taking regular exercise is outstanding. Pupils make an excellent contribution to their community. For example, they participate and host the annual horticultural show with great success. The school council is very influential and played a significant role in the appointment of the headteacher. The excellent development of pupils' social skills and the academic progress they make prepare them very well for the next stages of their education.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 1**

Teachers prepare their lessons thoroughly. They are particularly adept at meeting the needs of the full range of ages and abilities in the classes they teach. Teachers provide pupils with clear explanations of what they expect them to learn. They also assess pupils' progress accurately and involve pupils exceptionally well in understanding how they have made progress and what they need to do to make their work even better. Marking is detailed and informative. Excellent relationships between pupils and the adults who support them also help to promote outstanding learning. In this respect, teaching assistants make a very significant contribution to pupils' learning and work very effectively in partnership with class teachers.

## **Curriculum and other activities**

### **Grade: 1**

Pupils are taught in two mixed-age classes. This arrangement works very effectively and teachers adopt a flexible approach, enabling pupils of similar ability to work together and help each other, regardless of their age. Learning is enhanced by the exceptionally good use of information and communication technology (ICT), which captures the interest of many pupils. Excellent use is also made of the locality as a vehicle for learning. For example, during the inspection the whole school visited a nearby farm. Whilst the school is only small, it provides an excellent range of additional activities, including several residential visits. One parent described this aspect of provision as, 'second to none'. Links with the local high school, a specialist sports college, are strong, with pupils having access to wide a range of expertly taught activities. The school also employs a specialist music teacher, helping to create high standards in that subject.

## **Care, guidance and support**

### **Grade: 1**

Arrangements to ensure that pupils are safe and secure are fully in place. Pupils' personal development is given a high profile and staff are quick to recognise and to respond if any pupil is either unhappy or is struggling with any aspect of their work. Support for pupils who sometimes have trouble in various aspects of their learning is exceptional.

Arrangements to track pupils' progress accurately over longer periods and to respond to any who are not making the expected progress are also very effective. Parents and carers are kept well informed about their children's progress. They hold the school in high regard and are consulted regularly in order to gather and respond to their views about its performance. Many parents and carers regularly attend the very popular weekly celebration assemblies.

## **Leadership and management**

### **Grade: 1**

The recently appointed headteacher has rapidly created a strong focus on ensuring that all pupils make the progress of which they are capable and that they are valued equally for their different personalities and skills. The school sets challenging targets for attainment and for school improvement, based on an effective analysis of its performance. All staff benefit greatly from the working partnership with a neighbouring school, which enables them to share expertise and to attend training events. This is especially so for subject leaders whose work, following recent developments, is evolving very effectively.

Governance is good. Governors are passionate advocates for the school. As one governor rightly said, 'Our school provides a friendly, happy and inclusive learning environment'. Governors' role as a 'critical friend', in which they hold the school to account for the quality of its work, is developing well following recent training. In partnership with the headteacher, governors manage the school's resources wisely. For example, spending on new computer equipment and on outdoor play equipment has enhanced pupils' learning in these aspects of provision.



## 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?	1
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?	2
The effectiveness of the Foundation Stage	1
The capacity to make any necessary improvements	1

### Achievement and standards

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

### Personal development and well-being

How good is the overall personal development and well-being of the learners?	1
The extent of learners' spiritual, moral, social and cultural development	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	1
How well learners enjoy their education	1
The attendance of learners	1
The behaviour of learners	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	1

### The quality of provision

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

## Annex A

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	1
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively leaders and managers use challenging targets to raise standards	1
The effectiveness of the school's self-evaluation	1
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1
How effectively and efficiently resources, including staff, are deployed to achieve value for money	1
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

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

9 June 2008

Dear Pupils

Inspection of West Raynham CofE Primary School, Fakenham, NR21 7HH

Thank you for telling me all about your school when I visited to do the inspection. I particularly enjoyed my chat with the school council and really appreciated the ways in which you showed me your work and told me how much you enjoy school. You and many of your parents told me you think your school is excellent; I agree.

Compared with children in other schools you do well in English, mathematics, science and many other subjects. Your teachers and teaching assistants do an outstanding job. They take very good care of you and provide exactly what you need to be successful learners. Because of this, you make exceptional progress. Mr Allen and the school governors also do very important work in making sure that everything at school works efficiently. They also have very clear plans to make sure that this remains so in the future. You too deserve great credit for your part in all this. Your behaviour is exceptionally good and I was delighted to see how well you concentrate and work hard in lessons. Well done!

It is very important that your school continues to improve. I think it can, but with that in mind I have asked Mr Allen and the staff to do two things.

- Focus even more closely on developing your mental and problem-solving skills in mathematics to ensure that standards are as high as possible.
- Make full use of your excellent speaking and listening abilities as a foundation to make your written work as good as it can be.

I wish you all the very best for the next stages of your education. If you continue to work as hard as you do now, I am sure that you will be successful.

Yours sincerely

Godfrey Bancroft

Lead inspector