

# Flitcham Church of England Primary School

## Inspection report

<b>Unique Reference Number</b>	121133
<b>Local Authority</b>	Norfolk
<b>Inspection number</b>	313889
<b>Inspection date</b>	6 November 2008
<b>Reporting inspector</b>	Alan Lemon

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.

<b>Type of school</b>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School (total)	75
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	14
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Sally Stanton
<b>Headteacher</b>	Mrs Angela Eden
<b>Date of previous school inspection</b>	20 September 2004
<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>	Church Road Flitcham King's Lynn Norfolk PE31 6BU

<b>Age group</b>	4–11
<b>Inspection date</b>	6 November 2008
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**Age group** 4–11

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## Introduction

The inspection was carried out by two Additional Inspectors.

Inspectors evaluated the overall effectiveness of the school and investigated the following issues: how lesson plans, the use of assessment and resources contribute to providing pupils with challenging work; how well the new framework for the Early Years Foundation Stage (EYFS) is implemented; whether the curriculum provides effective learning opportunities for literacy, numeracy, and information and communication technology (ICT); and if leadership throughout the school is well established in improving the school. Inspectors gathered evidence from lesson observations, discussions with governors, staff and pupils, and scrutinising a range of school documents.

Other aspects of the school's work were not investigated in detail, but inspectors 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 this report.

## Description of the school

Flitcham Primary is a small village school with 75 pupils on roll. This includes 11 children in the Reception Year receiving EYFS provision. The school serves a rural community made up by several surrounding villages. While many families have lived in the area over several generations, there is an influx of new families. This has meant that about one fifth of pupils have started or left the school other than at the usual time. The area is relatively prosperous and socially advantaged, although pupils' families are representative of broader social and economic circumstances. Pupils' attainment when they start school is broadly average. Nearly all pupils are White British, and of the few from minority ethnic backgrounds most are of Indian heritage. Few pupils are eligible for free school meals and a much lower than average number have learning difficulties and/or disabilities.

The school has links with local high schools through which it extends activities for pupils. It has achieved Artsmark Gold, ActiveMark and Healthy Schools Status.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 3

Flitcham Primary School's overall effectiveness is satisfactory and inspection findings match the school's self-evaluation outcomes. The standard of pupils' work has been above average for several years, but progress has been satisfactory overall. Pupils do better at Key Stage 1 than at Key Stage 2. Pupils generally finish the Reception Year attaining average standards and make good progress in their learning by the end of Year 2. The 2007 assessments for Year 2 pupils showed reading, writing and mathematics were above average; more pupils reached the higher levels of attainment than nationally. Assessments in 2008 show pupils' standards in writing and mathematics were broadly average, while their reading was above average. Reading standards were above average because of the successful introduction of guided reading across the school. Pupils currently in Years 1 and 2 are exceeding their reading, writing and mathematics targets. They make good progress as a result of effective teaching.

For several years, pupils have started and ended Key Stage 2 with above average standards and, consequently, have achieved satisfactorily. Results of national tests completed in 2007 by Year 6 pupils' showed standards were above average in English, mathematics and science. The provisional information available for 2008 results indicates a similar picture. The proportion of pupils reaching the expected level is broadly average but the proportion reaching higher levels is above average. This outcome exceeds the challenging targets set for higher attaining pupils. Although challenging targets were set for other groups of pupils in 2008, they were not met. Progress towards meeting the targets set for pupils currently in Years 3 to 6 is reasonable but it is better for pupils in Years 1 and 2. This difference is due to the variation in teaching. While teaching is satisfactory at Key Stage 2, it is not consistent enough in its approach to raising achievement.

Leadership and management are satisfactory overall. The headteacher has raised expectations and is setting a clear direction for making the necessary improvements. Improving the rate of pupils' progress is a major focus for governors and school leaders. While pupils' standards are above average, the headteacher, staff and governors have rightly recognised that given the progress made at Key Stage 1, pupils are capable of achieving more at Key Stage 2. Over the five terms the headteacher has been in post, she has conducted a detailed analysis of pupils' attainment and test results that has promoted a number of initiatives. Assessment is being improved; in particular, the systematic tracking of each pupil's progress. Targets for the school, each class and individual pupils are being used increasingly effectively to raise achievement. Early indications show this initiative is having the desired effect. In addition, improvements to the quality of teaching are as a direct result of the support and challenge offered to teachers through the headteacher's monitoring of lessons. These initiatives have not yet become fully embedded in the culture of the school and therefore the impact is not yet reflected in pupils' achievement. Teaching across the school, while satisfactory overall, is not consistent, for example in the use of the assessment strategies. Nevertheless, indications are positive in relation to the teaching of guided reading. As a result of an accurate evaluation of the school's effectiveness, the capacity for further improvement is satisfactory. Some parents are concerned about the number of changes. The school has rightly taken several steps to communicate with, and involve, parents in its mission though there is still work to do in this regard. While many parents support the school, a significant proportion are not wholly reassured by the changes being made, as reflected in the questionnaires parents returned to inspectors. However, inspection findings indicate that these concerns are unfounded.

Lessons are soundly planned overall and some are planned well. In the latter, there are strengths in the pace of learning, in the challenge of work, and in the high expectations of staff. Learning objectives are explained clearly to pupils and are regularly referred to, which keeps pupils focused on what they need to achieve. As a result, they are actively involved in learning. Good questioning in these lessons supports this as it challenges pupils' thinking. This is part of an effective assessment strategy which checks pupils' understanding of what they need to learn. In addition, a good knowledge of pupils means their work is carefully adapted to match their capabilities and so they are being challenged appropriately. Here, pupils are well engaged and enjoy learning, and a strong rapport between pupils and adults is established. These strengths, while commendable, do not feature in enough lessons, especially at Key Stage 2. There are other positives such as teachers' knowledge of phonics, and phonics are taught well in Years 1 and 2. New approaches to teaching writing are structured well. New computer equipment is beginning to be used effectively and some good use is made of new interactive whiteboards. ICT is adding to pupils' interest and enjoyment. However, the assessment of what pupils have learnt is, in some lessons, not sharply focused. Feedback from pupils is not sought sufficiently and the work they have done is not incorporated into the evaluation of what has been achieved.

The curriculum is broad and helps to ensure pupils make satisfactory progress overall. It includes many opportunities for enriching pupils' learning that add to their enjoyment of school and stimulate their interest well. Effective links with other schools provide good opportunities for sports and the arts. A sharper focus on the planning of literacy and numeracy is a start to strengthening the core curriculum and this aims at ensuring pupils consolidate the basics, through teaching phonics for example, and move quickly onto appropriately challenging activities. Together with the strong long-established links with the village, the school contributes well to community cohesion. Pupils with learning difficulties and/or disabilities are given close and appropriate support in lessons and this has a positive impact on their progress. Academic support for all pupils using assessment, targets and marking is satisfactory. Pupils are looked after well in school and arrangements for their safeguarding are securely in place.

Pupils' personal development is good. Their attendance is good and they behave well in school. The school's strong religious ethos means pupils develop well spiritually, morally and socially. Their cultural development is good in many respects but there is scope for pupils to learn more about, and appreciate the lives and outlooks of people of other cultures in Britain. Nevertheless, minority ethnic pupils are very much at home and included by other pupils in their friendship groups. Pupils speak knowledgeably and enthusiastically about leading a healthy lifestyle and staying safe. The introduction of new ICT resources has been supported by instruction on internet safety, so that pupils are familiar with the risks and know how to keep safe. Pupils happily contribute to the success of the school and are conscious of when others may need help and support in particular. They eagerly engage in raising money for good causes at home and abroad. The school council have set their sights on improving the school's ecological profile with recycling initiatives. As a result of their good personal development, team working skills and above average standards, pupils are well-prepared for the future.

## **Effectiveness of the Early Years Foundation Stage**

### **Grade: 3**

Children get a sound start to their education in the Reception class. They settle quickly into school life because effective arrangements are made for children to visit before they start. Children enter school with levels of knowledge that are in line with expectations and they make satisfactory progress. This means that standards are broadly average by the start of Year 1.

Children achieve satisfactorily in all areas of learning as a result of sound teaching. Practical activities are used successfully so children's basic skills develop appropriately. For example, pictures and objects illustrating groups of people on a bus were used effectively to help children learn to do addition sums.

Children's personal development is good because of effective care from staff and the good promotion of welfare requirements. Assessment activities are used thoughtfully but the next steps that children need to take are not always recorded successfully. Children's progress is tracked satisfactorily. Significant improvements have been made in children's attainment in reading and calculation skills due to the new methods of working which have been established by the headteacher and staff. The leadership of this stage of education is sound. However, the outside area is not used well to extend children's learning. This means that opportunities are missed to deepen children's understanding and skills.

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

- Strengthen the partnership with parents and allay the concerns of those who are not reassured about the school's direction.
- Ensure teaching throughout the school is consistent and effective in using assessment and in planning, so that all pupils are challenged by their work.
- Improve the resources and use of outside areas to broaden the learning opportunities for children in EYFS.

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.





## 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?	3
How well do children in the EYFS achieve?	3
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?	3
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	3

### Achievement and standards

How well do learners achieve?	3
The standards <sup>1</sup> reached by learners	2
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

<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	2

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

7 November 2008

Dear Pupils

Inspection of Flitcham Church of England Primary School, Flitcham, PE31 6BU

Many thanks to all of you for making my visit to your school so enjoyable and worthwhile. I greatly appreciated the opportunities to talk with you about your work, and send special thanks to the pupils I met who shared with me their views of the school.

What I found out during my visit was that the standard of your work is good. However, you are capable of making more progress and achieving even higher standards. At the moment your progress is satisfactory and your headteacher is keen for you to do better. I was pleased to hear that you like the changes taking place in school, such as having targets to aim for and that they are helping you to make more progress. It is clear you enjoy school; your attendance is good and you behave well. I was particularly impressed by your helpfulness towards each other and your enthusiasm for raising money for good causes.

I want to support what your headteacher is doing to improve your school and I have asked her to ensure all of your parents know about the changes taking place and understand how important they are. You can assist by telling your parents how much you value the support you are being given. I have asked also that the improvements being made to teaching are taken up equally well in every lesson. The outside play area for the youngest children needs improving and I have asked that this space is developed further.

I wish you all the very best for the future.

Yours sincerely

Alan Lemon

Lead inspector