

# Rackheath Primary School

## Inspection report

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<b>Unique Reference Number</b>	120843
<b>Local Authority</b>	Norfolk
<b>Inspection number</b>	339787
<b>Inspection dates</b>	24–25 November 2009
<b>Reporting inspector</b>	Heather Weston HMI

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>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	144
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Emma Whymark
<b>Headteacher</b>	Mrs Jacqueline Sinkins
<b>Date of previous school inspection</b>	7 March 2007
<b>School address</b>	Willoughby Way Rackheath Norwich
<b>Telephone number</b>	01603 720098
<b>Fax number</b>	01603 722891
<b>Email address</b>	office@rackheath.norfolk.sch.uk

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Royal Exchange Buildings  
St Ann's Square  
Manchester M2 7LA

T: 08456 404045

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E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)

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## Introduction

This inspection was carried out by one of Her Majesty's Inspectors and an additional inspector. The inspectors visited 16 lessons and held meetings with governors, staff, groups of pupils, the School Improvement Partner, a representative from the local authority and informally with parents. They observed the school's work, reviewed the school improvement plan, policy documents, teachers' planning, school data and analysed questionnaires completed by parents.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- differences in attainment in English between boys and girls
- provision in Key Stage 1 and pupils' progress in relation to their starting points
- the action taken to improve the quality of teaching
- the effectiveness of assessment and its impact on pupils' progress
- the progress of able, gifted and talented pupils.

## Information about the school

The school is smaller than most primary schools. Almost all pupils are from White British backgrounds and all speak English as their first language. The proportion of pupils eligible for free school meals is below average. The proportion of pupils with special educational needs and/or disabilities is slightly below average, whereas the proportion with a statement of special educational need is above average.

An after-school club, 'Xtra Time @ Rackheath' is run on-site and managed by the

- governing body. This was included in the inspection.

The school has the Active Mark Award and the National Healthy Schools Award.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**4**

**The school's capacity for sustained improvement**

**4**

## Main findings

In accordance with Section 13 (3) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires significant improvement because it is performing significantly less well than in all the circumstances it could reasonably be expected to perform. The school is therefore given a notice to improve. Significant improvement is required in relation to leadership and management in terms of its effectiveness in driving improvement, governance and the curriculum.

The school provides a satisfactory standard of education because overall the outcomes for pupils are satisfactory and the quality of teaching is sound. Pupils make satisfactory progress and their attainment, by the end of Year 6, at least average. The quality of teaching is satisfactory as a result of the good additional support from teaching assistants which compensates for teaching that is often barely satisfactory and sometimes inadequate. Teachers' lesson planning takes too little account of pupils' prior learning and fails to provide appropriate levels of challenge for all pupils. Day-to-day assessment is not used effectively by teachers to help pupils improve. Despite weak teaching, pupils' progress is satisfactory due to their good personal development which means they apply themselves well to their work, and to the effectiveness of care, guidance and support that has a positive impact on their learning. Those pupils making too little progress are identified and helped to catch up, usually by well-trained teaching assistants.

The curriculum is inadequate because it is not meeting the needs of all pupils and is not ensuring the progression of skills through the mixed age classes. Too often, in literacy lessons all pupils carry out the same task at the same level, irrespective of their starting points or their level of ability. There is greater evidence of work being matched to pupils' learning needs in mathematics.

The school's capacity to improve is inadequate because self-evaluation lacks rigour and is inaccurate in its conclusions, and because improvement since the last inspection has been inadequate. Too little is being done to identify the reasons that pupils' attainment at the end of Key Stage 1 in English and mathematics is not high enough. There is a lack of recognition by all staff of the improvements that are needed to ensure that all pupils make better progress. No formal monitoring of the quality of teaching or of pupils' work is carried out by the headteacher or subject leaders, and key weaknesses in teaching and the curriculum have not been identified. Although some appropriate action is planned in the school improvement plan, timescales are too broad, and action is neither monitored nor its impact evaluated. The governing body does not give sufficient challenge to the school to ensure that weaknesses are identified and action planning has an impact on provision. Where governors have monitored procedures, with regard to

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attendance and the quality of safeguarding, outcomes are good.

Although the quality of provision at the after-school club is appropriate, and children engage in purposeful activities the governing body has not ensured that statutory requirements are met relating to the qualifications of adults running the club. In addition the governing body has not ensured the school meets statutory requirement in relation to analysing and publishing the impact of equalities policies.

**What does the school need to do to improve further?**

- School leaders and governors should improve the quality of teaching and learning to raise pupils' achievement in English and mathematics by:
  - ensuring the effective use of assessment to inform the next stages in learning
  - providing appropriate levels of challenge for all pupils
  - revising curriculum provision in English and mathematics
  - ensuring progression through mixed age classes
  - fostering within the staff shared expectations regarding the need for improvement.
- Ensure self-evaluation processes improve the learning of pupils by:
  - making sure that the headteacher and all subject leaders monitor provision effectively by observing lessons, and by reviewing planning and pupils' work
  - ensuring governors are actively involved in monitoring the work of the school and in holding it to account
  - ensuring that action planning has tight timescales and effective procedures for monitoring and evaluating action to secure impact
  - ensuring agreed practice is carried out consistently and with rigour
  - Within three months, governors must:
    - - ensure that adults looking after children in the after school club have appropriate qualifications, training, skills and knowledge

**Outcomes for individuals and groups of pupils****3**

Children in the Reception Year make good progress, entering Key Stage 1 with skills and knowledge which are above national expectations. Progress slows in Key Stage 1 and pupils' attainment at the end of Year 2 is average. By the time they leave the school in Year 6 pupils have made satisfactory progress and their attainment average in English and slightly above average in mathematics. There was a better picture in science where the attainment of Year 6 pupils' in 2009 was significantly above average reflecting the good enrichment activities offered.

Pupils' attendance is good and they enjoy school. They say they feel safe and are confident that issues raised by them are dealt with appropriately. The school is a calm learning environment because pupils behave well in most lessons and around the

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school, are polite and demonstrate consideration to others. There is a good awareness of the importance of being healthy and fit and many participate in activities provided by the school. They take on roles and responsibilities in school in a number of areas. For example, the school council discussed sustainability and how to make the school greener, helping to develop an awareness of global issues such as the destruction of the rainforests and the impact it has on their lives. Pupils' spiritual, moral and social and cultural development is good.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account: Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>3</b>
Taking into account: Pupils' attendance <sup>1</sup>	2
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

### How effective is the provision?

Relationships in lessons are positive, and pupils apply themselves well to their work. Classrooms are attractive and well organised, with some effective prompts for learning. In the better lessons, some pupils are stimulated by good, interesting activities but become passive as the pace of learning is too slow and dominated by teacher talk. Pupils often sit compliantly for too long listening to teachers without any opportunities to further their learning, for example, by discussing issues with each other. Questioning does not sufficiently enable teachers to assess or improve pupils' understanding. The

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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quality of marking is inconsistent and most does not give pupils sufficient information as to how to improve their work. Pupils have individual learning targets in their books, but these targets are not being used effectively. The pupils are aware of this and feel that the targets could be more useful in helping them to learn. Teaching assistants give good support during activity sessions. However their expertise is not used well enough during whole class sessions to support pupils' learning and promote progress.

The curriculum fails to meet the needs of all pupils and makes insufficient contribution to their learning and progress. It has been modified to meet some pupils' needs, for example, those of boys in writing. However this has not had sufficient impact on promoting the progress of all pupils, as usually the same tasks are set in literacy lessons irrespective of ability. Too little attention is paid to the need to ensure progression of pupils because lesson planning does not build systematically on pupils' prior experience. The use of information communication technology is underdeveloped.

The level of pastoral care provided by the school effectively supports the needs of pupils. Support for pupils whose circumstances have made them vulnerable and for those with special educational needs and/or disabilities is an established part of school provision. The school has effective links with partners, such as the speech and language therapist, educational psychologist and the young carers group.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>3</b>
Taking into account: The use of assessment to support learning	4
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>4</b>
<b>The effectiveness of care, guidance and support</b>	<b>3</b>

**How effective are leadership and management?**

The leadership and management of teaching and learning are inadequate. No lesson observations of appropriate length are carried out, no reviews are made of pupils' work and teachers' planning is not checked. Performance management arrangements are not in line with agreed procedures. This lack of rigour means that leaders are not aware of shortcomings in teaching or the curriculum. Staff are committed to the school and the pupils as seen in the care and support given to pupils. However, teaching staff have not ensured that all aspects of their responsibilities are carried out with regard to the leadership of subjects or to improving the quality of teaching. Recent action taken to introduce assessment procedures has the potential to drive improvement. However too little action has been taken to make sure there is a shared understanding of levels of learning or that these procedures are being used to inform teachers' planning or guide pupils in the next steps of their learning. Governors have not ensured that key leaders work together to monitor improvement, or that delegated responsibilities are being

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carried out.

Safeguarding arrangements are good as governors are proactive in promoting these. Risk assessments are carried out appropriately by the school and internet safety has recently been an area of focus for pupils, thus raising their awareness of this issue. Although the governing body has not ensured that the school fully meets statutory requirements in relation to evaluating and publishing the impact of equalities policies, the action the school takes to promote equal opportunity and tackle discrimination is satisfactory.

Engagement with parents and carers is good and the school is responsive to their views, for example, to their request for additional information regarding pupils' progress. The school provides information for parents by a variety of means, including the introduction of the use of text messages. Action to promote community cohesion is satisfactory. Appropriate links are made with the local community and other cultures are explored through learning about languages and the countries in which they originate, their people and their ways of life. Pupils are aware of current issues for example by attending the 'Kick Racism' event at Norwich City Football Club.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>4</b>
Taking into account: The leadership and management of teaching and learning	4
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>4</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>3</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>3</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>3</b>

## Early Years Foundation Stage

Outcomes in the Early Years Foundation Stage are good. Children's skills and knowledge on entry are broadly in line with expectations. By the time they move to Year 1, they have acquired skills and knowledge that are above national expectations, demonstrating good progress. Many good and interesting activities are provided for children, who enjoy



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their experience in the Reception Year. There are good opportunities for personal and social development such as guided walks in the locality which enable children to demonstrate curiosity about the world around them. They form good relationships with each other and with adults and engage well in their learning. Adults provide a secure environment and manage the children and their behaviour well. Staff are suitably trained and safeguarding procedures ensure children's safety. Partnerships with parents and carers are good. However, provision is only satisfactory because opportunities for children to learn independently are limited. The Early Years Foundation Stage leader recognises this and plans are in place to re-organise provision in order to more effectively meet national guidelines for this age group.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>3</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

**Views of parents and carers**

Most parents are happy with their child's experience at the school. However, a few parents feel that the school is not led and managed effectively and inspectors agree with these views. Other views expressed by a few parents are that their child is not making enough progress at the school and that the school is not meeting their child's particular needs. Inspectors found that pupils could make better progress if activities were carefully planned to meet their needs.

A few parents also expressed concern that they are either not informed about their child's progress or that the school has not helped them to support their child's learning sufficiently. The school has recognised these issues and has taken action to ensure that parents have greater opportunity to discuss their child's progress. However, although reports do contain a comment written by the child, and targets for improvement, inspectors do agree with parents that school reports appear impersonal as they are presented in the form of ticks against statements relating to achievement or effort.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Rackheath Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school. The inspection team received 65 completed questionnaires by the end of the on-site inspection of which 62 were analysed. The 3 questionnaires received after the analysis reflected the balance of views set out below. In total, there are 144 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	35	56	26	42	1	2	0	0
The school keeps my child safe	32	52	26	42	1	2	3	5
The school informs me about my child's progress	19	31	34	55	7	11	0	0
My child is making enough progress at this school	19	31	36	58	6	10	1	2
The teaching is good at this school	24	39	34	55	3	5	1	2
The school helps me to support my child's learning	24	39	26	42	9	15	1	2
The school helps my child to have a healthy lifestyle	24	39	31	50	4	6	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	20	32	36	58	1	2	0	0
The school meets my child's particular needs	21	34	33	53	8	13	0	0
The school deals effectively with unacceptable behaviour	18	29	36	58	5	8	0	0
The school takes account of my suggestions and concerns	16	26	37	60	3	5	1	2
The school is led and managed effectively	22	35	31	50	5	8	1	2
Overall, I am happy with my child's experience at this school	30	48	29	47	1	2	1	2

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

# Glossary

## What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

## Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> <li>■ The school's capacity for sustained improvement.</li> <li>■ Outcomes for individuals and groups of pupils.</li> <li>■ The quality of teaching.</li> <li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li> <li>■ The effectiveness of care, guidance and support.</li> </ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



26 November 2009

Dear Pupils

Inspection of Rackheath Primary School, Rackheath NR13 6SL

Thank you for making us welcome when we visited your school recently, for talking to us and showing us your work. We enjoyed our visit and finding out about the things you do in lessons. We could see that you enjoy school and attend well. We also saw that you work hard and we thought that you are polite and sensible.

We think your school needs additional help. Although adults help you make satisfactory progress, you could make much better progress if teachers planned your activities in lessons more carefully so that your work is challenging, but not too hard. We think your headteacher, teachers and governors could help by making sure that they check more carefully how well you are taught. We also think your governors are not making sure the school is as good as it should be. To help you make better progress we have asked the governors and staff to do these things:

- make sure that all teachers plan carefully so that your work is more challenging, but not too hard
- observe lessons and your work to make sure that you are all doing as well as you can
- make sure you know how you can improve your work by, for example, letting you know when marking it how to make it even better and by using targets in your books regularly.
- make sure that governors know how well the school is doing
- make sure that the adults who run Xtra Time@Rackheath have the right qualifications.

Inspectors will return to your school soon to see how things are going.

Yours sincerely

Heather Weston

Her Majesty's Inspector

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