

Reedham Primary School

Inspection report

Unique Reference Number	120844
Local Authority	Norfolk
Inspection number	339788
Inspection dates	24-25 September 2009
Reporting inspector	Steven Hill

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 of pupils on the school roll	62
Appropriate authority	The governing body
Chair	Mr M Adams
Headteacher	Mrs Jean Dorling
Date of previous school inspection	26-27 March 2007
School address	School Hill Reedham Norwich NR13 3TJ
Telephone number	01493 700271
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Inspection number	Error! Reference source not found.

Introduction

This inspection was carried out by two additional inspectors. The inspectors visited six lessons, and held meetings with governors, staff and groups of pupils. They observed the school's work, and looked at a range of documentation, particularly that which relates to pupils' progress and keeping them safe. Returned questionnaires from 20 parents were examined.

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

- How closely teachers match work to pupils' needs so they all make the progress they should.
- Whether pupils' good personal development seen at the last inspection has been maintained, particularly in their understanding of a range of cultures.
- The extent to which the school promotes community cohesion, particularly in respect to the world beyond the immediate locality.

Information about the school

This is a small primary school catering for pupils who live in and around the village of Reedham. The vast majority of pupils are of White British heritage. The proportion of pupils known to be eligible for free school meals is broadly average. The proportion who have special educational needs and/or disabilities is below average. Children of Reception age in the Early Years Foundation Stage are taught in a single class alongside pupils from Key Stage 1. There are two classes of Key Stage 2 pupils. In the last year, there have been significant staff changes with a number of temporary teachers employed, largely because of maternity leave for permanent staff.

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?

2

The school's capacity for sustained improvement

2

Main findings

The school has made considerable improvements since the last inspection and now provides a good education for all its pupils. Pupils' achievement is good and they thoroughly enjoy all aspects of school life. Standards have risen to above average by Year 6 because pupils are making good progress in lessons. The school is a thriving, lively, positive and cohesive community which takes a full part in the life of the village.

Pupils' personal development is a continuing strength and pupils' behaviour is excellent. Pupils have extremely positive attitudes to learning and, by the oldest class, demonstrate exceptionally good teamwork based on outstanding relationships with each other and with staff. Pupils' spiritual, moral, social and cultural development is good. Pupils are now much better informed about the range of cultures across the world through, for example, work in geography and religious education.

Teaching is good and has improved since the last inspection, particularly in the way that teachers consistently provide work to match the different needs of individuals and groups. This is based on the very careful assessments that are kept of how each pupil is making progress. The school has correctly identified that the lack of a computer-based system to store and organise this information means that it is harder to keep track of the overall progress of individuals and groups. Staff are planning to rectify this with the support of the local authority. The curriculum is wide ranging and interesting with a good variety of enrichment provided through visits and visitors that pupils particularly appreciate. They especially enjoy the wide range of clubs available to them after school.

Pupils are emphatic that they feel safe and well cared for in the school, and have great trust in their teachers and the other staff. The school's procedures to keep pupils safe are good, as are the various strands of provision to support their care and guidance.

The school is well managed and is strongly led by the headteacher. This has enabled the school to improve achievement and to build on the existing strengths in personal development since the last inspection. These gains have been made despite the recent disruption to staffing. For example, the provision in the Reception class has improved because better use is made of the outdoor area to help children's learning. However, there are still some shortfalls in equipment and the lack of any covered

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space means that the area cannot be used in bad weather.

Links with parents, who are extremely supportive of the school and its work, continue to be strong. The school is very inclusive and all groups, regardless of their background or difficulties, take a full part in school life and make good progress in their learning. Shared positive values underpin much of the school's success. However, as the headteacher has identified, not enough has been done to promote community cohesion beyond the immediate locality, and pupils have relatively few opportunities to interact with people from wider communities in the United Kingdom and beyond.

The strong established systems, good use of support from the local authority and the clear direction provided by permanent staff mean that the school is well placed to sustain and build upon the improvements made.

What does the school need to do to improve further?

- Extend the school's promotion of community cohesion beyond the school and its locality, both with respect to the wide range of communities in modern Britain and those in other countries.
- Refine the system to track pupils' progress so that it is a better management tool for checking on the progress of individuals and groups.
- Improve the provision for outdoor learning in the Early Years Foundation Stage, particularly by ensuring that the area can be used in bad weather.

Outcomes for individuals and groups of pupils

2

Pupils enter the school with standards that vary from year to year but are usually broadly average or a little below. They make good progress and reach above average standards by the end of Year 6. Results in writing had been weaker than in other subjects for some years, but the most recent results of national tests show that last year's Year 6 pupils made particularly good progress in writing. All pupils, regardless of ability, make similarly good progress so that, overall, achievement is good. Pupils who have special educational needs and/or disabilities make very good progress in the light of their difficulties and starting points because they are very well provided for. Recent arrivals to the school make similarly good progress to their classmates because they are helped to settle quickly and soon take a full part in school life. One said, 'I felt welcome from my first day here.'

Pupils are very happy in school and get on extremely well together. By the time they reach Year 6, they are confident, sensible and caring young people who show a strong sense of responsibility and are very caring of each other. This is particularly noticeable in the way older pupils enjoy looking after and supporting their younger schoolmates as 'buddies'. The younger pupils told an inspector how helpful they find this. Pupils make a very strong contribution to the school community, especially through the effective school council, who organised a 'walk to school week', for

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example. Pupils have many responsibilities that they cheerfully and efficiently take on around the school. They are fully involved in the local community and events in the village.

Pupils have a good knowledge of how to eat healthily and take a delight in exercise. Pupils in Years 3 and 4, for example, threw themselves wholeheartedly into a session of 'tag rugby' taken by a specialist coach. Pupils are also very enthusiastic about the many after-school clubs. In class, pupils work well independently when required, but also develop extremely good collaborative skills. One told an inspector, 'We really do concentrate on teamwork.' They share ideas and equipment cheerfully and productively. Boys and girls of all backgrounds work and play together happily. They work hard in class, take pleasure in their accomplishments and those of their classmates and enjoy learning. Older pupils told an inspector that the best things about the school were that 'Lessons are fun,' and that, 'You get lots of friends.'

These are the grades for pupils' outcomes

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

How effective is the provision?

Pupils achieve well because the teaching is good. They work hard in class because they like and trust their teachers and respond positively to their high expectations. Teachers make good use of assessment data to ensure that work is challenging for pupils and is tailored to meet the needs of different groups. Teachers give clear explanations and question pupils skilfully to develop their understanding. Pupils are given clear targets to aim for. Marking of pupils' work is of good quality, making it clear to pupils what the strengths are in their work and pointing out to them how

¹ 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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they can improve in the future. Teachers generally monitor pupils' ongoing progress in class well. Very occasionally, they do not get round quickly enough to everyone, and then pupils who are confused make slower progress for a while. A major contribution to pupils' progress is made by the extra help and advice given by the skilled teaching assistants. This is particularly valuable in helping pupils who would otherwise struggle with their work to make the same good progress as their classmates. A good range of intervention programmes, to help pupils who start to fall behind, also ensures that everyone makes good progress.

The pastoral care given to pupils is good and ensures they are happy and settled in school. Pupils' individual needs and circumstances are closely monitored and the school liaises well with parents and a variety of agencies to ensure that anyone who needs extra help and support receives it. The clear moral framework provided by all staff and its consistent reinforcement ensure that pupils' personal development is of a high quality.

The curriculum generates interest and enthusiasm from pupils. There are particular strengths in the provision for music and in the use of visitors and trips out to motivate pupils and enhance their understanding. Cross-curricular links are increasingly effective, for example, in linking history and English during an outstanding lesson observed on *The Silver Sword* for Years 5 and 6.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The clear direction provided by the headteacher and permanent staff, backed well by the governing body, and good systems to share responsibilities help all staff to work together for the benefit of the pupils. All teachers are involved in observing each other's lessons and so sharing expertise. This has resulted in major improvements in teaching and learning since the last inspection, and a better curriculum, with consequent improvements in pupils' progress. A focus on raising standards in writing has been successful. The close links with the village and parents are of great benefit to the school. The village environment is used as a significant learning resource, in geography for example. The village supports the school in many ways. The Reedham Mountain Rescue Team, for example, raised considerable funds for the school through involving pupils in a 'duck race.' The school is at the heart of the village and its contribution to community cohesion locally is very strong. However, the school is in the early stages of extending this further afield, for example through the proposed

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twinning of the village with a community in Brittany.

These are the grades for leadership and management

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

Early Years Foundation Stage

Children get off to a good start in the Reception Year and they make good progress in all areas of learning over the year because teaching is good. The integration of these children with pupils in Key Stage 1 is managed successfully. The older pupils provide good role models for their younger classmates and show care and sensitivity in helping them settle in. The indoor accommodation is used well to ensure that younger children can work separately when they need to, greatly enhanced by support from the skilled teaching assistant who often works with them. Good use is made of the outdoor area to enhance children’s learning although there is no large climbing equipment available and no covered area. Staff plan an interesting range of activities for children that interests and enthuses them. A good balance is drawn between activities that children choose and those more closely directed by adults. Adults show good skills when intervening in children’s play to extend their thinking and to expand and develop their vocabulary. Despite a relatively short time in the class, the current group are happy and well settled, understand and follow routines happily and are enjoying learning.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account: Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2

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The effectiveness of leadership and management of the Early Years Foundation Stage	2
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Views of parents and carers

Parents are rightly very positive about the school. One said, 'The school's culture is warm and caring, with all children respectful of each other and the teacher.' Parents particularly praise the extra help available to those pupils who need it.

Responses from parents and carers to Ofsted’s questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Reedham 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 12 statements about the school.

The inspection team received 20 completed questionnaires by the end of the on-site inspection. In total, there are 44 families with 62 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	14	70	6	30	0	0	0	0
The school keeps my child safe	16	80	4	20	1	5	0	0
The school informs me about my child’s progress	13	65	7	35	0	0	0	0
My child is making enough progress at this school	12	60	8	40	0	0	0	0
The teaching is good at this school	14	70	6	30	0	0	0	0
The school helps me to support my child’s learning	13	65	6	30	1	5	0	0
The school helps my child to have a healthy lifestyle	14	70	6	30	0	0	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)	13	65	5	25	0	0	0	0
The school meets my child’s particular needs	14	70	6	30	0	0	0	0
The school deals effectively with unacceptable behaviour	16	80	3	15	1	5	0	0
The school takes account of my suggestions and concerns	13	65	7	35	0	0	0	0
The school is led and managed effectively	15	75	5	25	0	0	0	0
Overall, I am happy with my child’s experience at this school	17	85	3	15	0	0	0	0

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 all 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

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">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support.
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.



29 September 2009

Dear Pupils,

Inspection of Reedham Primary School, Norwich, NR13 3TJ

Thank you for all your help and the warm welcome when we came to inspect your school. We enjoyed talking to you and watching you working hard in lessons.

Your school has improved since the last time inspectors came and is providing you all with a good education. You are making good progress so that you reach standards better than those we see in most schools. This is because your teachers are good at helping you to learn, and they give you lots of interesting things to do. They keep a careful eye on how everyone is getting on so that you get work that is right for you. We have discussed with the headteacher how she plans to change ways of storing information about your progress to make it easier to decide what you need to learn next. .

Other reasons that help you make progress are that your behaviour is excellent and you work hard. We were very impressed by how well you all get along together, and how well you take care of each other, especially when the older pupils help younger ones.

The youngest children get off to a good start in Reception, and they enjoy learning about things outdoors. We have suggested that part of this area needs to be covered, so that they can carry on with things outdoors even when the weather is really bad.

Your school is a very happy and caring community, and your teachers make sure you all try to understand and help each other. We have suggested that the school should now help you to learn more about people in other parts of the United Kingdom and across the world.

We hope you all carry on enjoying life at Reedham.

Yours faithfully,

Steven Hill.
(Lead inspector)

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