

# Wells-next-the-Sea Primary and Nursery School

## Inspection report

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<b>Unique Reference Number</b>	120865
<b>Local Authority</b>	Norfolk
<b>Inspection number</b>	339793
<b>Inspection dates</b>	26–27 November 2009
<b>Reporting inspector</b>	Colin Henderson

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>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	140
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Rev Mike McGill
<b>Headteacher</b>	Mrs Carol Jennings
<b>Date of previous school inspection</b>	9 March 2007
<b>School address</b>	Polka Road Wells-next-the-Sea Norfolk
<b>Telephone number</b>	01328 710320
<b>Fax number</b>	01328 710320
<b>Email address</b>	Office@wells-next-the-sea.norfolk.sch.uk

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Royal Exchange Buildings  
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## Introduction

This inspection was carried out by two additional inspectors. The inspectors visited nine lessons, and held meetings with governors, staff, groups of pupils and parents. They observed the school's work, and looked at a wide range of documentation, 39 parental questionnaires and 70 pupil and 21 staff questionnaires.

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

- whether the school is improving pupils' weaknesses in writing
- teachers' use of assessment and target setting to raise standards in English and mathematics
- whether all teachers provide good guidance to help pupils improve their work
- how well the pupils contribute to the school, local and wider communities
- how well the senior management team and governors focus on raising achievement.

## Information about the school

The school is smaller than average. Most of its pupils come from the local area, with a higher than average proportion taking a free school meal. A small number of pupils come from minority ethnic backgrounds but very few speak English as an additional language. The proportions of pupils with special educational needs and/or disabilities and those with a statement of special educational needs are above national averages. There is a high level of pupil mobility in some year groups. The school has been awarded the Sports ActiveMark, the Healthy Schools standard and the British Council's intermediate award for developing international awareness.

**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

Wells-next-the-Sea Primary and Nursery has improved significantly since the last inspection. The headteacher, supported well by senior staff and governors, has successfully managed a difficult period with many staff changes and falling pupil numbers. They have created a more cohesive, stable situation in which better teaching is raising standards. This is valued by parents - 'I am very happy with my child's education now, although I haven't always been as happy in some previous years,' commented one parent. A more consistent focus is raising pupils' achievement, for example in reading, although weaknesses still exist in pupils' writing. Pupils enjoy school, behave well and are eager to succeed. Such initiatives as the Junior Achievement Award are encouraging their positive approach to learning and a desire to achieve their best. Pupils benefit from good pastoral care to ensure that their personal needs are met. Staff are particularly effective, supported by the school's good links with other agencies, in meeting the needs of pupils with special educational needs and/or disabilities. Early identification of any difficulties enables effective support to be put in place quickly and carefully tracked. As a result, they make consistently good progress across the school. Similarly, high quality support helps the small number of pupils who speak English as an additional language to make rapid progress in learning the language.

Children join the Early Years Foundation Stage with skills and abilities significantly below those expected nationally for their age. They make good progress because of the effective teaching, especially in the excellent Nursery, and continue to do so throughout the school. The school has focused strongly on raising attainment by improving teaching and supporting any pupils who are not on track to attain their end of year target. The effectiveness of these improvements is reflected in school's detailed assessment data. The current Year 6, despite many changes in this group of pupils since they were in Year 2, are attaining the standards expected for their age. An increasing proportion are attaining above expected levels.

Teaching is consistently good. Good class management, a stimulating range of learning activities and the effective use of interesting resources ensure that pupils remain attentive and focused on their learning. Teachers use questions well to encourage pupils to share their ideas, although they do not consistently use more challenging questions to extend more able pupils. The quality of teachers' marking has improved since the last inspection. Their constructive comments help pupils to improve their work, although teachers do not consistently use assessments to guide pupils to target specific areas of weakness. As a result, some pupils are not always clear as to how to raise their standard.

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The headteacher continues to provide purposeful leadership focused on raising standards. She uses tracking data well to identify any areas of underperformance and targets them successfully. She works effectively with a good senior leadership team to establish effective evaluation procedures that are raising standards. The capacity to sustain this improvement is good. The leadership team has been outstandingly successful in promoting cohesion within the school, local and wider communities through the excellent links with schools in contrasting communities within this country and the wider world. Governors work closely with the school management team to support various initiatives. They are kept well informed about what is going on. However, many are new to their roles and their involvement in evaluating the school's effectiveness is not yet sufficiently well developed.

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

- Raise standards in writing by using assessments more effectively to identify pupils' learning targets and embedding their consistent use, especially at Key Stage 2.
  - Develop teachers' use of questions to challenge more able pupils consistently to extend their skills and knowledge.
  - Improve the contributions made by governors in monitoring how well the school is doing and targeting improvement rigorously.

**Outcomes for individuals and groups of pupils****2**

In most lessons observed, pupils achieved well and enjoyed their learning because they found their lessons interesting and were keen to take part. For example, the good use of resources stimulated pupils' interest in the range of different Hindu gods. Teachers encourage pupils to share their ideas, for example through talking with partners or in their groups. Teachers provide clear explanations to enhance pupils' knowledge, although some do not always extend the learning of more able pupils by checking their prior knowledge and understanding or adjusting their questions to make sure they are more challenging for this group.

The school uses teachers' assessments well to identify weaknesses in pupils' learning, which are then targeted for improvement. For example, the focus given to reading resulted in a sharp rise in the number of Year 6 pupils attaining the nationally expected level in the 2009 tests. Writing is also improving through such initiatives as 'Talk for Writing', although these are not yet sufficiently embedded to raise standards as much as in reading. The very effective team approach between teachers and teaching assistants is particularly effective in supporting the high numbers of pupils with special educational needs and/or disabilities. Teachers match work closely to their differing needs so they make progress in line with their peers.

Pupils like being at school and this is reflected in their good attendance. They are attentive in lessons and their behaviour is good. Pupils feel safe and are confident that they could approach any member of staff if they had a concern, knowing that they

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would be listened to and appropriate action taken. They participate in a good range of sports; have a good understanding of healthy eating and value the good quality of school meals provided. The school council contributes regularly to improving the school, for example through discussions with the headteacher to improve aspects of supervision at lunchtimes. Pupils also contribute strongly to the local community, for example through participating in such events as the town carnival and poetry festival. Their understanding of the world of work and its impact on our lives is enhanced by their involvement in such projects as Energy Busters in which pupils work with consultants to learn how to monitor and conserve energy levels. Pupils' spiritual, moral, social and cultural development is good. Their knowledge and understanding of other cultures are extended very successfully through links to schools in other countries, for example in Germany and Tanzania.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account: Pupils' attainment <sup>1</sup>	3
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
<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>1</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>2</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?

Teachers plan lessons carefully, with clear learning objectives, to match activities to the learning needs of different groups of pupils. Good class management and the effective

<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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partnership with teaching assistants help everyone to become fully involved and achieve well. Improved marking include constructive comments that inform pupils what they do well and what needs improving. Discussions with Year 6 pupils show that they find the comments are helpful. They also welcome the opportunities to become involved in assessing their own work or that of a partner, although such opportunities are not embedded consistently. Some teachers use pupils' targets, for example in literacy and numeracy, to help them concentrate on areas of weakness. They help pupils know what their targets are, for example by displaying them clearly on their tables. However, pupils' progress towards these targets is not reviewed rigorously and few know if they have achieved them or what they should be focusing on next.

The curriculum offers a good range of interesting activities and is enhanced well by visits, visitors and extra-curricular clubs. Good use is made of half-termly themed weeks and fortnights, such as International Awareness week and Healthy Living, to extend pupils' learning and encourage an enthusiastic involvement in their work. Strong links with the local community are used to enhance pupils' knowledge, for example when studying the local fishing industry. Sports ambassadors from the local high school provide good opportunities for pupils to extend their sporting skills.

The good care and support are key factors in helping pupils enjoy school and encouraging them to try hard. Pupils feel safe. They are confident to approach any adult if they have a concern, knowing that it will be dealt with effectively. The contributions of 'Guardian Angels' help younger pupils to enjoy their playtimes.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	3
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

**How effective are leadership and management?**

The headteacher and her senior management team work well together to evaluate the school's work and plan for its further development. They provide a clear focus on improvement and are successfully raising the quality of education in key areas such as teaching and the standards of pupils' work. Governors continue to be supportive and promote equal opportunities well, especially for pupils with special educational needs and/or disabilities. Governors are kept well-informed about how well the school is doing. Their evaluation of the education it provides is not rigorous enough because of a high level of change recently within the governing body.

The school has a good partnership with parents and this contributes successfully to their children's learning, for example through the work of the parents support advisor.

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Effective links with other local schools and colleges help to support and develop staff skills and enhance the range of learning opportunities for pupils, particularly in sport. The school is excellent in promoting cohesion within its own community, the local community and contrasting communities in this country and the wider world. For example, its links with a school in East London result in reciprocal residential visits improve pupils' knowledge and understanding of similarities and differences within and between their communities.

All safeguarding procedures are carried out effectively to provide a secure and safe learning environment. The headteacher and governors place high priority on pupils' safety and procedures are managed well, especially for vulnerable pupils. Regular training for staff, particularly in child protection issues, ensures that they are constantly vigilant and provide good support.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<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>3</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>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>1</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

**Early Years Foundation Stage**

Children make outstanding progress in the Nursery because excellent teaching and a warm, friendly and stimulating learning environment provide children with a very happy start to school life and an enjoyment of learning. This is built on successfully in the Reception/Year 1 class, where an effective partnership between the teacher and teaching assistants ensures that all children are given good support and achieve well. Assessment of the children is thorough and ongoing. This means that the interesting and wide-ranging activities are well matched to the children's abilities. There is a good balance between activities which are led by adults and those that the children choose to do themselves. Some limitations on the use of the outdoor provision do not always allow



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children, particularly in the Reception Year, to choose activities within that area. All adults have high expectations about what the children can achieve, particularly in the Nursery, and this is shown in the rapid development of their personal and social skills. Children make good progress from a well below average start, although weaknesses remain in their communication, language and literacy skills when they join Year 1. Good leadership and management provide a clear view on how well children are doing and a purposeful direction for further improvement as they move into Key Stage 1.

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

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

**Views of parents and carers**

Most parents who responded to the questionnaire were positive about the school. Many value its friendly and caring approach, which helps their children to feel safe and enjoy school. Most parents are pleased with the quality of teaching and the progress being made by their children. They feel that the school meets their children's particular needs. A small number of parents were concerned about occasional incidents of bullying. Most felt that the school had effective procedures for dealing with this. Inspectors confirmed the view of most parents that staff tackled any unacceptable behaviour successfully and minimised any disruption caused.

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

Ofsted invited all the registered parents and carers of pupils registered at Wells-next-the-Sea Primary and Nursery 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 39 completed questionnaires by the end of the on-site inspection. In total, there are 140 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	17	44	20	51	1	3	0	0
The school keeps my child safe	20	51	16	41	3	8	0	0
The school informs me about my child's progress	17	44	22	56	0	0	0	0
My child is making enough progress at this school	17	44	18	46	3	8	0	0
The teaching is good at this school	14	36	21	54	2	5	1	3
The school helps me to support my child's learning	13	33	20	51	2	5	0	0
The school helps my child to have a healthy lifestyle	14	36	24	62	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	33	19	49	2	5	0	0
The school meets my child's particular needs	16	41	20	51	1	3	0	0
The school deals effectively with unacceptable behaviour	13	33	17	44	7	18	0	0
The school takes account of my suggestions and concerns	13	33	19	49	2	5	0	0
The school is led and managed effectively	15	38	18	46	2	5	0	0
Overall, I am happy with my child's experience at this school	18	46	18	46	1	3	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 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.**



30 November 2009

Dear Pupils

Inspection of Wells-next-the-Sea Primary and Nursery School, Wells, NR23 1JG

Thank you for making us feel so welcome when we visited your school recently. After spending two days in your school, talking with you about what you do in school, looking at your work, watching you learn and talking to your teachers, we have judged that your school is good.

You clearly enjoy school and we were pleased to see how well you get on together. Your behaviour is good and this means that teachers can get on with the job of helping you learn. It was interesting to talk to school councillors and some Year 6 pupils about how they contribute to your school and local communities and the excellent links with a school in Newham in London.

You told us that you learn a lot in school and enjoy your good range of activities, especially the clubs and interesting trips. You are all making good progress in your lessons. This is because your teachers make lessons interesting and you try hard to do what they ask. They ask questions to encourage you to put forward your ideas in lessons, and we have asked them to make these questions more challenging for those of you who can learn quickly. Mrs Jennings and her staff are trying to help you learn as well as possible and are keeping careful checks on your progress, especially in English and mathematics. They plan carefully to help you improve your skills. We have asked them to try to improve your writing by setting improvement targets for you, carefully checking your progress towards your targets and setting new ones once you have achieved them. We hope that you will try really hard to achieve your targets and make your writing even better.

Mrs Jennings and her staff are supported well by the school governors. They work together as a team to try to improve your school. Several governors are new to their role. We would like them to check very carefully on how the school is doing and how they can make it even better.

Thank you again for helping us to find out about your school and we hope that you will continue to be happy and to work hard.

Yours sincerely

Colin Henderson

Lead inspector

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