

Sedgeford Primary School

Inspection report

Unique Reference Number	120880
Local Authority	Norfolk
Inspection number	339802
Inspection dates	15–16 October 2009
Reporting inspector	Keith Williams

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	43
Appropriate authority	The governing body
Chair	Pam Goddard
Headteacher	Margaret Powell-Bowns
Date of previous school inspection	3 March 2007
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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, pupils and a representative of the local authority. They observed the school's work, and looked at records of pupils' progress, the school's improvement and development plan, safeguarding documents and those relating to health, safety and attendance and 11 questionnaires returned by parents.

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

- the impact of the school's work to raise attainment in writing.
- how well teachers cater for classes of mixed age and ability.
- how well pupils with special educational needs and/or disabilities are supported.
- the extent to which governors have ensured continuity and sustained improvement during the period of interim leadership.
- the extent to which self-evaluation is strong enough to enable leaders to identify strengths and tackle weaknesses.

Information about the school

Almost all of the pupils at this very small primary school are from White British backgrounds and none is learning English as an additional language. The proportion of pupils identified with special educational needs and/or disabilities, including those with a statement of special educational need, is well above the national average. A well below average proportion of pupils is eligible for free school meals. Some year groups have a higher than usual proportion of pupils joining or leaving during the year. Pupils are taught in two classes, one containing Reception children and pupils from Years 1 and 2, the second contains pupils from Years 3 to 6. The acting headteacher and a teacher were appointed in September 2009. The school hosts a privately run playgroup and this is inspected separately.

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?**3****The school's capacity for sustained improvement****3**

Main findings

Sedgford Primary School provides a satisfactory education for its pupils, who make satisfactory progress to reach average standards by the end of Year 6. The pace of learning is accelerating because better teaching, assessment and planning are beginning to bear fruit. As one parent commented, 'I am very happy with this school and feel it is heading in a positive direction.' Nevertheless, many of the changes are new, and have yet to achieve their full impact on learning. Weaknesses in writing have been tackled robustly and pupils' attainment is rising. They write for different purposes, but there are too few opportunities for them to write at length. The school takes good advantage of its small size. Staff know each pupil well and are able to keep a close check on their welfare. As a result, pupils report that they feel safe in school and are well cared for, and they make good progress in their personal development. Good support is provided for pupils with special educational needs and/or disabilities, so that they achieve as well as their classmates.'

Pupils start school with widely differing starting points, including some who have significant special educational needs, and the make-up of each year group varies considerably from year to year. In addition, each class contains pupils of three or four year groups. Teachers meet these challenges enthusiastically and with increasing success and, well supported by teaching assistants, they provide lessons that are interesting and challenging.

New assessment systems are helping staff to build up a clearer picture of pupils' starting points in learning and their academic performance. This, rightly, remains a priority for the school. Teachers increasingly match work to pupils' differing needs. Occasionally, the planning is not sufficiently clear about what each year group will gain from the different parts of a lesson as, for example, when Reception children join older classmates at the beginning or end of a lesson. New approaches to marking mean that pupils are given clear feedback, but there are too few links between the system in each class to ensure a smooth transition when pupils move from one class to the other. Pupils know their writing targets, but older pupils, in particular, are not yet sufficiently involved in helping to set these targets and check their progress towards them.

Satisfactory governance has ensured that appropriate systems are in place to support school leadership. The acting headteacher leads the school well and ensures that the school evaluates its effectiveness and plans for improvement rigorously and accurately. Their success in accelerating pupils' progress shows they have satisfactory capacity to secure further improvement. The school functions as a harmonious community and pupils are effectively involved in village life. Links are being established with organisations further afield, but the evaluation of the impact of this work on community

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cohesion beyond the local area is at an early stage.

About 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

What does the school need to do to improve further?

- Raise pupils' attainment and progress , particularly in writing, by:
 - extending opportunities for pupils to write at length across a range of subjects;
 - using assessment information to track progress at regular intervals during the year.
 - Accelerate pupils' learning by:
 - involving pupils in setting and reviewing their learning targets;
 - widening the range of subjects for which targets are set;
 - improving the continuity of marking between the two classes.
 - Improve planning for children in Reception by:
 - reviewing approaches to whole class teaching, particularly at the beginning and end of lessons;
 - ensuring that activities closely match children's needs.
 - Evaluate the impact of work to promote community cohesion beyond the local area.

Outcomes for individuals and groups of pupils

3

Very small numbers mean that analysis of national test results must be treated cautiously, because the performance of individual pupils can have an exaggerated effect on the results. Results vary from year to year but, overall, they are broadly average at the end of Years 2 and 6. This is reflected in the work seen in lessons and pupils' books during the inspection. Pupils' attainment in writing is rising. During the inspection, more able pupils in Year 2 wrote good quality 'thank you' letters following a visit to a local windmill. While older pupils' writing is increasingly accurate and well crafted, the school recognises the need to develop the skills necessary for them to write at length, extend their ideas and develop a plot. As part of the work during 'harvest festival day', pupils in Years 1 and 2 made good progress in their understanding of the story of 'The Enormous Turnip' by making props for and re-enacting the story. Learning and progress are best when the work closely matches pupils' specific needs and it is clear what each year group will learn.

There is no significant difference in the progress made by girls and boys. Pupils with special educational needs and/or disabilities make similar progress to their classmates because they are well supported. Pupils' satisfactory progress in acquiring basic skills and their average attendance levels mean they are appropriately prepared for their future economic well-being.

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The school promotes pupils' personal development well and this is one of its strengths. Pupils respond well. They make good progress in their spiritual, moral, social and cultural development. They are friendly and welcoming and ensure that those classmates with special educational needs and/or disabilities are fully included in their games. Most pupils behave well in and out of lessons. The few who present challenging behaviour are usually well managed so there is minimal disruption to their own or others' learning. Pupils have a good understanding of how to lead safe and healthy lives. They enjoy the many opportunities to take part in exercise during break-times and out-of-school clubs and understand the importance of a balanced diet. Pupils contribute well to the smooth running of the school, for example by joining the school council, and take part in a good range of local events. They are developing a good understanding of the range of faiths and cultures found further afield.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account:	
Pupils' attainment ¹	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
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account:	
Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Wide ranging improvements have been introduced to raise pupils' attainment and progress. They are beginning to have an impact but, particularly in the younger class,

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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some of the changes are still new and have yet to be reflected in improved performance in learning and pupils' progress. Teachers have high expectations of pupils and provide a good level of challenge for those capable of reaching the higher levels. They ensure that pupils are clear about what they are expected to learn and how they can judge their success. Approaches to teaching writing, for example in spelling, are clear and consistent and pupils have a good understanding of their writing targets. These targets are clear and achievable, although their involvement in drawing them up and deciding on when they have been achieved is limited. Marking has improved, but the school recognises there is more to do to ensure a consistent approach across the two classes.

Lessons run smoothly because relationships are positive, behaviour is good and most pupils are keen to learn. Staff provide many opportunities for pupils to discuss their work with partners, and to explain and develop their ideas. Occasionally, whole class discussions are more suited to some year groups than others. Teachers question appropriately to keep track of pupils' understanding in lessons. They praise pupils well and deal with misconceptions sensitively. New assessment systems are providing sharper information about pupils' progress over time. These systems are rightly aimed at ensuring that checks are more regular and timely, and are beginning to ensure that potential underachievement is identified and tackled early.

Improved planning provides thoughtful links between subjects. The inspection took place during 'harvest week' and pupils were observed taking part in a range of activities that promoted their language, mathematical and artistic skills. A review of planning for mixed-age classes is increasingly ensuring that pupils' needs are met, although there is still more to do. There is a good range of visitors and visits out of school, including residential trips, and the large majority of pupils take part in the plentiful out-of-school clubs. Opportunities to learn French and visit the country, and to study Kenya, contribute to pupils' good cultural development.

Good care, guidance and support contribute to pupils' welfare and enjoyment of school. All parents who returned the questionnaire stated that the school takes good care of their children. The school monitors pupils' health and safety thoroughly, assesses the risk of activities conscientiously and has robust procedures to protect children. Pupils are well known to staff. Teachers and teaching assistants ensure that those with special educational needs are well supported and close partnerships with outside agencies contribute to this process. Staff are also vigilant about pupils who are potentially vulnerable. Those who present challenging behaviour are supported well so that they can play a full part in lessons.

These are the grades for the quality of provision

The quality of teaching Taking into account: The use of assessment to support learning	3
	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	3

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The effectiveness of care, guidance and support

2

How effective are leadership and management?

The acting headteacher is successfully building on the foundations laid by the previous acting headteacher and senior teacher. She has galvanised staff and created a strong sense of teamwork. Accurate self-evaluation is identifying what needs to improve; there is a shared determination to succeed and momentum is building. Appropriate systems have been introduced to check on the quality of lessons and the work in pupils' books to evaluate pupils' progress. Governors have taken clear and appropriate steps to secure leadership. They have established appropriate systems for gathering information about the school's work, and they are beginning to hold the leaders to account. Parents recognise the changes taking place and some comment on their increasing confidence in the school's leadership. Leaders rightly recognise that there is more still to do to ensure pupils make the consistently good progress that will raise standards. Leaders monitor pupils' welfare carefully and ensure that all, including those with special educational needs and/or disabilities and pupils whose circumstances make them potentially vulnerable, enjoy the same opportunities. Good partnerships with outside agencies support these pupils, and those with challenging behaviour, well. Instances of bullying or harassment are rare and are dealt with effectively. Appropriate steps are taken to check on the suitability of adults to work with children. Leaders have a good understanding of the impact of their work to promote community cohesion in the school and local area but this is less well developed further afield.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	3
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	3
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	3

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Early Years Foundation Stage

Children enjoy their time in Reception and improvements in planning and teaching are ensuring that their learning and development needs are increasingly well met. External advice has been sought and acted upon, and plans are well in hand to extend this further. New systems to assess and track children's progress are giving staff more accurate information about their starting points and what they need to learn next. These are developing into helpful portfolios of children's progress. Planning ensures that children have regular access to all areas of learning and provides appropriate opportunities for them to make choices and work under the supervision of an adult. Children join with older classmates, particularly at the beginning or end of lessons. While this is generally effective, there are times when they gain little from the discussion because it is aimed at helping the older pupils to review their learning. Their learning is more successful when the activities are planned specifically with their needs in mind and here, they often make good progress. They enjoy making handprints of windmills, share construction materials sensibly and behave well. Relationships with the adults and amongst children themselves are very positive. From their starting points, children make satisfactory progress and most reach the goals expected of them by the end of Reception. Sound leadership is ensuring that the provision is being evaluated and improved quickly. Children's welfare needs are well met.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	3
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
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 of the 11 parents who responded to the questionnaire are happy with their children's experience in school. They feel strongly that their children enjoy school, are kept safe and able to lead healthy lifestyles. Inspectors agree. A small minority feel that the school does not deal effectively with unacceptable behaviour. Inspectors found that, while a few pupils present challenging behaviour, this is managed well by staff. Although most parents who responded agree that the school takes account of their suggestions and ideas, a small minority stated that they do not feel the school is well led and managed. However, some of these parents indicated that they are pleased with changes that are taking place which agrees with inspectors' views.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Sedgeford 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 11 completed questionnaires by the end of the on-site inspection. In total, there are 43 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	4	36	6	55	1	9	0	0
The school keeps my child safe	6	55	5	45	0	0	0	0
The school informs me about my child's progress	2	18	7	64	1	9	1	9
My child is making enough progress at this school	0	0	8	73	0	0	1	9
The teaching is good at this school	2	18	8	73	1	9	0	0
The school helps me to support my child's learning	3	27	6	55	1	9	1	9
The school helps my child to have a healthy lifestyle	3	27	8	73	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)	3	27	6	55	0	0	1	9
The school meets my child's particular needs	3	27	7	64	0	0	1	9
The school deals effectively with unacceptable behaviour	1	9	6	55	3	27	0	0
The school takes account of my suggestions and concerns	2	18	8	73	1	9	0	0
The school is led and managed effectively	2	18	4	36	2	18	1	9
Overall, I am happy with my child's experience at this school	5	42	5	42	0	0	1	8

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

	Overall effectiveness judgement (percentage of schools)			
Type of school	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"> ■ 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 pupil's 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.

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.



19 October 2009

Dear Pupils

Inspection of Sedgeford Primary School, Hunstanton, PE36 5NQ

I would like to thank you for being so friendly during the recent inspection at your school. I am writing to tell you what we found out.

Your school gives you a satisfactory education. This means that there are some things it does well and some things it could do better. Your headteacher and staff have been working hard to improve the school, and things are getting better. Lots of you, and your parents, told us that you enjoy school, feel safe and lead healthy lives. We agree. The school takes good care of you and one of its strengths is that the adults know you well, so they can keep a close eye on you. When I visited your classrooms I could see that you work hard and behave well. You told us that your teachers make lessons interesting. This is one of the reasons why you enjoy school. I am pleased that your writing is getting better. Well done, and please keep it up.

We have asked your headteacher, staff and governors to work on these areas:

- we want them to keep helping you to improve your writing by giving you more chance to write longer pieces of work. Your teachers are beginning to assess your writing and other work more regularly, and we agree this is important.
- well done for knowing your writing targets. We want you to have targets in other subjects, too, and to be involved in deciding what they are. We have asked your teachers to share their ideas for marking your work.
- we have asked your staff to keep improving their planning for children in Reception and the way lessons are organised.
- we want your staff to check carefully that they help you to understand how different communities get along in Britain and around the world.

We know you will want to help by continuing to work hard, behave well and enjoy school. We wish you good luck for the future.

Yours faithfully

Keith Williams

Lead inspector

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