

Rudham CofE Primary School

Inspection report

Unique Reference Number	121084
Local Authority	Norfolk
Inspection number	339861
Inspection dates	30–31 March 2010
Reporting inspector	Jim Griffin

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	75
Appropriate authority	The governing body
Chair	Mr Peter Hancock
Headteacher	Mrs Susan Lunnun
Date of previous school inspection	16 October 2006
School address	School Road East Rudham King's Lynn
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Introduction

This inspection was carried out by two additional inspectors. The four teachers present were observed, covering six lessons and some additional shorter observations. The inspectors held discussions with governors, the headteacher and other staff, a group of older pupils and with the local authority adviser. They looked at a range of other information, including data showing the progress made by pupils and samples of their work. Questionnaires returned by 28 parents, 35 pupils and 15 members of staff were analysed.

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

- the progress of current year groups and the extent to which the previous, slower progress in writing has been addressed
- the evidence of pupils' positive personal qualities, including their attitudes to learning
- the consistency in the quality of teaching and learning
- the impact of the monitoring work of senior staff on improving classroom practice.

Information about the school

Rudham is a smaller-than-average sized primary school located in north Norfolk. As part of a partnership agreement, the headteacher has responsibility for this and another local school. Apart from the Reception class, pupils are taught in mixed-age classes. Nearly all pupils are of White British heritage, with a very few pupils from another White background. Nearly all pupils live in local villages, including a sizeable minority that come from outside the school's traditional catchment area. The percentage of pupils entitled to free school meals is lower than typically found. The proportion of pupils with special educational needs and/or disabilities is typical of the levels found nationally. The school has Artsmark Silver, Activemark, Healthy Schools and International Schools awards.

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

Rudham is a good and improving school that is ambitious to be even better. It already has some outstanding aspects, such as the care, guidance and support it provides for pupils and its links with parents and carers. The high level of confidence that parents have in the school is typified by comments such as, 'We believe the teaching staff and assistants are extremely dedicated to their work and often go beyond the call of duty. Our child, who joined in Year R and is due to leave soon, has developed into a fine young man during his time at Rudham' The school is welcoming and has a very strong sense of community. Pupils are exceptionally sure that they feel safe and that staff will help them should they have any worries. Pupils clearly enjoy learning and take part enthusiastically in the wide range of activities that the school offers. They work well together in lessons, and readily share their ideas and support each other's efforts. They make an excellent contribution to the school and local community. Through the school council, pupils have played a major part in the design and selection of equipment for the delightful school grounds. Pupils are an integral part of village events, such as the horticultural show and church activities.

Children start school with skills that are typical for their age and make a good start in the Early Years Foundation Stage. By the time they reach Year 6, attainment is above average in most years. Teaching is good across the school, enabling pupils to make consistently good progress. Since the previous inspection, the difference in the progress made in reading and writing has been greatly reduced.

The school is well led by the headteacher. Very strong teamwork is evident and morale is high. Senior staff know the school's strengths and weaknesses through accurate self-evaluation. The contribution of the governing body is currently satisfactory. Several governors are new to their roles. Under the leadership of the new chair, the governors are committed to improving the impact of their work, through longer term planning and more effective evaluation of the school's performance. The school views the partnership with parents as one where staff and parents have key roles in a shared enterprise. As a result, this partnership is exceptionally effective.

To become even better, the central challenge is to raise the level of pupils' progress so that it becomes outstanding. The school has a well-established way of tracking pupils' attainment, but progress targets are not always challenging enough for some individual pupils. Also, the level of challenge in lessons, especially for more able learners in science, is not always high enough. Consequently, some opportunities are still missed to maximise the progress that pupils make. Nevertheless, the good progress made in improving writing standards, the smooth way in which the partnership with another school has developed and accurate self-evaluation clearly show the school has good

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capacity for further improvement.

What does the school need to do to improve further?

- Further raise pupils' academic progress, so that it becomes outstanding, by:
 - setting progress targets that are challenging for all pupils
 - providing more consistent challenge for all learners in lessons, especially in science
- Make the work of governors more strategic and effective, by:
 - developing a longer-term plan, complete with high-level targets and associated timelines
 - focusing governors' monitoring work more directly around pupils' academic progress and its main contributory factors.

Outcomes for individuals and groups of pupils

2

By the end of Year 6, pupils' attainment in English, mathematics and science is nearly always above average. The progress made by all groups of pupils is good, including those with special educational needs and/or disabilities. During the inspection, pupils were seen making good progress and achieving well. Lessons and work in pupils' books show that attainment and progress in writing are being boosted by the use of real life experiences and role play. For example in a Year 5/6 English lesson, a 'dramatic' incident from a recent trip to France was used well to help pupils to write in a journalistic style.

Pupils greatly enjoy school life, both in and outside of lessons. They are keen to learn, behave well and work hard, thereby making an important contribution to their good achievement. Pupils feel safe and are very well informed about how to stay safe and healthy. They talk knowledgeably about healthy food, the importance of exercise and the contribution made by the large variety of sports' clubs to their sense of well-being. Pupils are proud of their school and the opportunities it provides for them. The school council is very well regarded by other pupils as it has a track-record of bringing about improvements to the playground and playtime, for example. Village events, such as fairs, shows and bell-ringing, are greatly enriched by the high level of pupils' involvement.

Pupils' attendance is outstanding, with a minority of pupils having full attendance over a school year. They develop a good work ethic which prepares them well for the next stage in their education. Pupils are punctual, enthusiastic and work well in pairs and groups. Their spiritual, moral, social and cultural development is good. While first-hand experiences of life in a multicultural society are limited, pupils' understanding of the wider world benefits considerably from the links forged with schools in a number of other countries.

These are the grades for pupils' outcomes

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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	2
The extent to which pupils adopt healthy lifestyles	1
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	2
Taking into account: Pupils' attendance ¹	1
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Pupils said that lessons are enjoyable and interesting and this is confirmed by inspection findings. The levels and quality of support provided by teachers and support assistants are major strengths in lessons. Teachers' questioning skills are good. The links made between different areas of the curriculum make lessons on writing, for example, more interesting and purposeful. Most lessons are well planned and based on effective assessment, although sometimes the learning objectives are not as sharp or clear to pupils as they could be. Marking of written work is effective in English, but the scrutiny of pupils' books shows there is sometimes too little difference in the set work in science to challenge all learners.

In recent years, the curriculum has become more meaningful and enjoyable for pupils. The use of visits, visitors and residential trips plays a central part in this regard. These experiences are used well to inspire better writing, for example. All pupils learn French and some have also sampled Spanish and Mandarin. A discussion with older pupils established that while most liked their English and mathematics lessons, they greatly enjoy the good variety of opportunities offered in the arts. There is an excellent range of after-school clubs, covering a wide range of sports as well as music, drama and the movie club.

In the questionnaire responses, several parents rightly made reference to the 'warm, safe environment' that prevails. This caring environment is built on excellent

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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relationships between adults and pupils. The school has a good record of addressing the additional needs of pupils with learning or behavioural difficulties. As a result, all pupils make good progress, not only in their academic learning, but also in their attitudes, confidence and relationships. In a discussion, one of the school councillors summed up the special atmosphere that prevails, in saying, 'School is one big family, where teachers feel like our parents and pupils are our brothers and sisters'.

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	1

How effective are leadership and management?

The headteacher provides an ambitious vision for all, centred on maximising the learning opportunities for pupils whilst rejecting any limitations imposed by the school's size. As a result, pupils enjoy the advantages of a small school, whilst having the range of experiences more often associated with much larger ones. The levels of common purpose and teamwork among staff are high. The management of teaching and learning is good, based on regular lesson observations and work scrutiny, led by the headteacher.

The governing body has a good understanding of the school's strengths related to the care and personal development provided for pupils. They are not yet key players in shaping the longer-term direction of the school through developing a set of strategic goals. Their monitoring of the academic curriculum currently centres too much on reviewing subject policies rather than on pupils' academic performance and what would improve these outcomes further.

The very positive parental survey reflects the effectiveness of the two-way dialogue with parents and carers. Nearly all parents attend parents' evenings and remain in touch with their children's learning through regular communications. The fundraising of the parent-teacher association extends the school's capacity to make improvements to the grounds, whilst contributing to the very strong sense of community that prevails among parents, pupils and staff. The school values its partnerships with members of the local and wider community. Through the headteacher, it has links with two local primary clusters and the main secondary schools. These links enhance the curriculum exceptionally well and give pupils wider sporting and musical opportunities. Close links with the church foster pupils' good spiritual growth.

Safeguarding procedures are good and their importance permeates all aspects of the school's life. The school promotes community cohesion well. It evaluates success in

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terms of the impact on pupils and the community. As a result, there is a planned programme to strengthen links with a variety of different communities in the United Kingdom. The school already has overseas links and this aspect of its work has been acknowledged through the International Schools award. Its work to promote equality of opportunity is good, with little difference in the achievement of different groups of pupils.

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	3
The effectiveness of the school's engagement with parents and carers	1
The effectiveness of partnerships in promoting learning and well-being	1
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	2
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Children usually join the Reception Year with knowledge, understanding and skills that are close to expectations for their age in most areas of learning, but relatively strong in their personal and social development. They make good progress so that by the end of the Reception Year, children's attainment is above national expectations in all areas of the curriculum, except writing where standards are broadly average. This is because teaching is well matched to children's prior attainment and they are keen to learn. Planning takes full account of children's differing needs and builds, wherever possible, on their interests. The class greatly benefits from the good links with parents and carers. Children are encouraged to bring in something that they enjoy at home and, during the inspection, a little girl accompanied by her mother brought in five young chicks in a crate. This made a delightful start to the day as the rest of the class asked her a variety of questions about the chicks and where they came from. There is a good balance of adult-directed and child-initiated activities. The indoor and outdoor areas are well resourced and children enjoy the exciting and varied activities on offer.

The quality of leadership and management is good, based on a shared sense of purpose

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and good teamwork. Staff make frequent and careful observations of children's progress. These build up into well-rounded assessments that are made into 'learning stories' booklets on each child. This information provides a secure basis for planning the next steps in their 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
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

Parents' questionnaires show very strong support for the school in relation to all the questions posed. Questions about the quality of teaching and the effectiveness of the school's leadership and management led to the most positive responses. Inspection findings support all the positive views of parents. There was no particular pattern in the very few less-than-positive comments and all were offered constructively.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Rudham CofE 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 28 completed questionnaires by the end of the on-site inspection. In total, there are 75 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	21	75	7	25	0	0	0	0
The school keeps my child safe	20	71	7	25	0	0	0	0
The school informs me about my child's progress	18	64	10	36	0	0	0	0
My child is making enough progress at this school	19	68	8	29	0	0	0	0
The teaching is good at this school	23	82	5	18	0	0	0	0
The school helps me to support my child's learning	17	61	10	36	0	0	0	0
The school helps my child to have a healthy lifestyle	16	57	12	43	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)	14	50	11	39	0	0	0	0
The school meets my child's particular needs	18	64	9	32	1	4	0	0
The school deals effectively with unacceptable behaviour	14	50	11	39	2	7	0	0
The school takes account of my suggestions and concerns	15	54	12	43	1	4	0	0
The school is led and managed effectively	23	82	5	18	0	0	0	0
Overall, I am happy with my child's experience at this school	22	79	6	21	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 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">■ 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.



1 April 2010

Dear Pupils

Inspection of Rudham CofE Primary School, King's Lynn, PE31 8RF

Thank you for the friendly welcome you gave me and my colleague when we visited your school. We enjoyed talking to you, visiting your classes and looking at your work. You helped us to get to know your school and this letter is to tell you what we found during the inspection. Your school is a good one. Here is a list of some of the things we liked most.

The staff look after you very well and you feel very safe in school.

You make an excellent contribution to the school and the local community, and your attendance is excellent.

Most of you attain good standards and make good progress because you are taught well.

You enjoy and learn a lot from the interesting and exciting activities your teachers plan for you. You told us that you enjoy most of your lessons, with some of you particularly enjoying art and physical education.

We were very impressed with the variety of after-school clubs provided for you.

The headteacher and her staff manage the school well.

The school and your parents work very well together to make the school a better place for all of you.

The school wants to get even better and we try to help them with this. Here are two things that we want the school to concentrate on.

We have asked the school to improve on the good progress you are already making, so that it becomes outstanding right across the school.

We have asked the governing body to work out how it can contribute more to the good work already going on in the school.

We are sure you will continue to work hard and help the school to go from strength to strength.

Yours sincerely

Jim Griffin

Lead inspector

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