

Frettenham Primary Partnership School

Inspection report

Unique Reference Number	120809
Local Authority	Norfolk
Inspection number	348910
Inspection dates	4–5 May 2010
Reporting inspector	Judi Bedawi

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	59
Appropriate authority	The governing body
Chair	Sue Hill
Headteacher	Judith Elliott-Hunter
Date of previous school inspection	Not previously inspected
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Introduction

This inspection was carried out by two additional inspectors. The inspectors observed five teachers in nine lessons or parts of lessons. They held meetings with governors, staff, pupils and a very few individual parents. The inspectors observed the school's work, and looked at pupils' books and a range of school documentation, policies, monitoring records and data on pupils' attainment. They received and analysed 24 parental questionnaires.

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

- reading and writing across the school and its impact on raising standards
- the performance of different groups of pupils including girls, higher attaining pupils and those with special educational needs and/or disabilities
- the relevance, impact and effectiveness of the joint partnership curriculum
- opportunities to develop pupils' understanding of and involvement in national and global communities beyond their immediate experience.

Information about the school

Frettenham is significantly smaller than most other primary schools. At the time of the previous inspection in May 2007, it was a first school. Since then the school has been re-designated as a primary, with the first Year 6 cohort taking end of year national tests in 2010. Pupils come mainly from the local rural area. Almost all pupils are from White British backgrounds but a very few, who all speak English, are from minority ethnic groups. There is an average proportion of pupils with special educational needs and/or disabilities, but an above average proportion with a statement of special educational needs.

The school has a long-established partnership with Hainford Primary School, with an executive headteacher and several staff who work in both schools. There is considerable mobility, contributing to fewer numbers of pupils in year groups. There are three classes: for the Early Years Foundation Stage and Year 1; for pupils in Years 2 and 3 and for pupils in Years 4, 5 and 6. The school has Healthy Schools status and has gained the Activemark and the Intermediate 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

Frettenham provides its pupils with a good quality of education so that they grow as successful learners within an extremely supportive learning environment. Pupils say that they love school and some comment that it feels like belonging to a second family. Parental views echo those of their children, typically saying, 'The school is extremely well managed and provides all children with a safe, happy environment.'

The partnership executive headteacher is innovative and has high aspirations, always focused on raising pupils' outcomes, no matter what their individual abilities or needs may be. This vision is wholeheartedly shared by the staff and governors, who are involved closely in the well-established open leadership and strong teamwork that puts the pupils first.

Children's attainment on entry to the Reception class is broadly in line with age-related expectations in all areas of learning, but with considerable variability between annual cohorts. They make good progress, particularly in early language and number skills. The increasing proportion of children with special educational needs make outstanding progress from their much lower starting points. This is due to early identification of individual need alongside prompt action to gain the right support to enable learning to develop and expand. Pupils move into Key Stage 1 mostly at or above national averages, especially in writing and mathematics, with a few pupils progressing even faster. Attainment and progress is sustained as pupils move through Key Stage 2, so that, over the last three years, standards by Year 6 have been above average. Almost all pupils in Year 6 are at or above the expected levels nationally. Attainment and confidence in reading, speaking and listening are slightly behind that of mathematics and writing.

Many aspects of pupils' personal development are outstanding, including behaviour, , at play and in lessons, so there is no disruption to learning. Pupils feel exceptionally safe because they know that all staff are alert to their needs. There is excellent care for pupils, with nurturing of the most vulnerable. Pupils lead healthy lifestyles, with a very high uptake and enjoyment of sporting activities. They contribute very well to their school community and to village life but the school identifies that this is less developed with regard to national and global involvement and understanding. Pupils find learning exciting and they relish the challenges set in the good teaching throughout the school. The innovative partnership curriculum inspires pupils, who enjoy a very wide range of activities through carefully planned sharing of partnership staff, facilities and learning resources. Self-evaluation of the schools' performance by senior leaders is accurate with next steps clearly identified. The school is developing well as a new primary and its capacity to improve is good.

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What does the school need to do to improve further?

- Raise standards further and accelerate pupils' progress and confidence in reading, speaking and listening by:
 - fine-tuning teachers' already good assessment practice to provide more individualised guidance to share with pupils
 - developing opportunities for reading, speaking and listening in different situations and subjects.
- Develop community cohesion by extending the work on national and global aspects of learning to satisfy pupils' curiosity and increase their knowledge and understanding of communities beyond their own locality.

Outcomes for individuals and groups of pupils

2

Pupils arrive happy and keen to learn and work hard. They enjoy school life and their attendance is good. One pupil reflected the views of others by saying 'When I grow up I will still use everything I have learnt.' Pupils have excellent attitudes, levels of concentration and behaviour, including that of the youngest children, who quickly follow the positive role models set by the older pupils in their mixed age class. This was seen in a lesson on sounds and letters, when children bubbled with delight as they accurately read frequently used words from the interactive whiteboard. With their partners, they then spelt and sounded out words; quite remarkably knowing and able to explain the meaning of a 'split digraph' using the letters 'a-e.'

Pupils readily support those who are striving to overcome personal or academic challenges. They say that there is no bullying or discrimination and that any minor disagreements are rapidly resolved, with staff support if needed. Pupils are challenged by achieving their individual learning and personal targets and this has a good impact on developing independent learning and thinking skills. Year 6 pupils are competent at organising their research work and are well-prepared for moving on to secondary education. There is no significant difference in pupils' performance because all groups make good progress with a small minority achieving well above-expected levels in a year. The progress of pupils with special educational needs and/or disabilities, from their far lower starting points and often with significant needs, is excellent; a small minority reach the levels expected from pupils nationally. Writing has improved since the dip in 2009, due to high mobility, with a few pupils starting school towards the end of Years 3 and 4. Although pupils enjoy books, reading lags slightly behind other aspects of English as do speaking and listening because pupils are not all confident about their reading abilities or in speaking for different purposes. Pupils make a very strong contribution to school and village life, but are keen to learn more about other communities in this country and globally.

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

How effective is the provision?

Staff teamwork is a strength of the good teaching. A small proportion of outstanding teaching was seen in subject knowledge in modern foreign languages and in setting exacting challenges. Pupils are inspired and excited by learning. One encapsulated the views of others saying 'My teachers make learning fun and "hands on" and that is what I love about school.' Support staff are skilled at helping pupils to build on prior learning and provide excellent support for those needing short term help. Teachers use good questioning to draw out detailed responses and have high expectations that keep pupils on their toes. Lessons proceed at a good pace so that progress is consistently good. Planning is good, as is assessment so that pupils clearly know why and how to improve their work independently. Teachers have yet to embed precise assessment of individual reading, speaking and listening skills in all subjects to build pupils' confidence when talking or reading aloud to different audiences. Peer assessment is well-established and used positively in lessons.

The innovative flexible and very well-adapted curriculum shared between the two partnership schools is an exemplar of outstanding practice in pooling resources, human, material and financial, to provide a far broader curriculum for pupils than would otherwise be possible. Pupils share the facilities of both schools, for instance, in after-school clubs involving external coaches and some parents. Pupils benefit from wider staff subject expertise that has a most positive impact on learning and personal

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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development. Topic work is thoroughly embedded so that pupils can follow individual interests from different perspectives. Information and communication technology is used extremely well throughout the school and improves the outcomes for all pupils, aiding the progress of those with special educational needs and/or disabilities, who often have individual learning programmes. Enrichment is impressive with many visits and visitors including elderly villagers who regularly entrance pupils when talking about their experiences of growing up during World War Two. There is a very high uptake of clubs from the Reception children upwards, with opportunity to participate in more unusual activities such as archery and film-making.

Pastoral care is outstanding because every route is explored to banish individual barriers to learning so that pupils can concentrate on learning. Provision for pupils with a statement of special educational needs is excellent, with very well-crafted individual education plans. Parents are positively involved and have nothing but praise for the support and nurture offered for the most vulnerable pupils, whatever their circumstances. Staff willingly undertake specific training to support individual learning or personal needs. Pupils and families really value the close and extremely effective support and the wide range of external expertise that has an impressive impact on pupils' learning and belief in themselves. Parents are delighted with the attention given to their children's physical and emotional well-being. There is excellent monitoring of welfare, including behaviour, attendance and health and safety. For example, the very few pupils who had previous difficulty in always behaving well, have worked with staff, to develop very positive ways to manage their own behaviour and learning. Transition arrangements throughout the school are strong and Year 6 pupils feel very confident about moving on to secondary school having already had some taster sessions. They are however, sad at having to leave their very caring school.

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	1
The effectiveness of care, guidance and support	1

How effective are leadership and management?

The skilful leadership of the executive headteacher provides excellent direction and strategy to not only successfully establish the new primary school but to support and extend the good management skills of the staff team and governors to ensure that standards and pupils' outcomes continue to climb to even greater heights. Governors have a good overview of the school's standards and performance and readily challenge senior leaders. They have yet to develop a more effective way to review school policies.

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Safeguarding is outstanding and exceeds government requirements. Strengths include provision for the most vulnerable pupils and the exceptionally high regard that parents and pupils have for health and safety practice and arrangements. Parental partnerships are good and the opportunity to 'drop in' is valued. Partnerships to promote learning and well-being are outstanding not only due to the highly successful shared working practices between the two partnership schools but in the way that the school reaches out to other education and welfare partners to enhance provision and learning experiences for the pupils. Additionally the school has gained Healthy Schools status and awards for sports and international links. Community cohesion is good and there are strengths in the schools work within the local area; it has already identified the need to develop its national and global links. The partnership action plan evaluates current provision well. It clearly identifies agreed strategies and timescales for future development and is monitored by staff and governors including consultation with local community groups. Equality of opportunity is promoted exceptionally well so that individuals are valued and respected. They are enabled to make good and increasingly, outstanding progress. Pupils are free to express their views and know that discrimination and racism is unacceptable. Financial matters are well-managed.

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	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	1
The effectiveness of safeguarding procedures	1
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 get a good start to school, settling quickly and very happily, because there are good transition arrangements between home and pre-school. They enjoy an imaginative range of well-planned activities that stimulate interest and independence through a

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well-balanced mix of adult initiated and child-led activities. Their behaviour is impressive with any occasional 'blips' seamlessly and quietly managed by staff. Children concentrate extremely well, absorbed in learning letters, sounds and words, proud of their own and others' successes. The staff have good skills in developing young children's learning and in understanding their needs, so that teaching is well-focused on developing all-round skills and enjoyment. Parents are considered as partners in learning and are kept fully informed of their children's progress on a daily basis. Leadership and management are good and shared with staff. Planning for development is good currently focused on improving resources for outdoor 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

Of the parents and carers who responded to the questionnaire all feel that their children enjoy school, are safe and they are happy with the education provided. Almost all said that their children lead healthy lifestyles and that the leadership and management of the school is good. The significant majority believe that teaching is good, that children make good progress and that parents and carers are kept well-informed of this. A very small minority felt that pupil progress and information could be better, but inspection found that pupils make good and sometimes better progress and that there are well established systems for information sharing. Parents and carers mostly feel that their suggestions are heard and that their children's needs are met. A small minority had concerns about children's behaviour and transition arrangements. Inspectors found that any unacceptable behaviour is promptly addressed, as outlined in school policy. Strategies are known and agreed with pupils. Transition arrangements are carefully planned and valued by pupils. Inspection findings support the positive views of the school.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Frettenham Primary Partnership 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 24 completed questionnaires by the end of the on-site inspection. In total, there are 59 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	14	58	10	42	0	0	0	0
The school keeps my child safe	14	58	10	42	0	0	0	0
The school informs me about my child's progress	10	42	12	50	2	8	0	0
My child is making enough progress at this school	10	42	8	33	4	17	0	0
The teaching is good at this school	13	54	9	38	0	0	0	0
The school helps me to support my child's learning	10	42	12	50	0	0	0	0
The school helps my child to have a healthy lifestyle	11	46	12	50	1	4	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)	10	42	6	25	3	13	0	0
The school meets my child's particular needs	12	50	7	29	3	13	0	0
The school deals effectively with unacceptable behaviour	9	38	6	25	6	25	1	4
The school takes account of my suggestions and concerns	8	33	10	42	3	13	3	13
The school is led and managed effectively	13	54	10	42	1	4	0	0
Overall, I am happy with my child's experience at this school	13	54	11	46	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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

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 is for the period 1 September to 31 December 2009 and is the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

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.



6 May 2010

Dear Pupils

Inspection of Frettenham Primary Partnership School, Norwich, NR12 7LL

We would like to thank you for giving us such a warm welcome when we visited your friendly school recently. You go to a good school and you told us why you love it so much. You really enjoy using computers, learning mathematics, science, writing and physical education. You feel extremely safe and happy and have many friends. You look after each other (and the five school hens) very well. We can see that you work hard and that you find learning exciting and fun.

You make good progress because your teachers and teaching assistants do a good job in caring for you and helping all of you to learn. Your behaviour and attitudes are excellent. Well done! Your attendance is good. Your attainment is better than that of pupils in most other primary schools. We are pleased with the achievements you have made.

Your headteacher and the staff want to make your school even better. I have asked them to:

- help you make even better progress with your reading, speaking and listening so that you become more confident and get to know how well you are doing. You also need more opportunities to read aloud in different situations and subjects
- find ways to develop more links with other communities in this country and around the world so that you can learn more about other people's lives.

I know you will enjoy achieving these challenges and I am sure you will continue to enjoy life at Frettenham

Yours sincerely

Judi Bedawi

Lead inspector

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