

Fleggburgh Church of England Voluntary Controlled Primary School

Inspection report

Unique reference number	121081
Local authority	Norfolk
Inspection number	380162
Inspection dates	8–9 March 2012
Lead inspector	Melanie Clapton

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	29
Appropriate authority	The governing body
Chair	Bob Russell
Headteacher	Pam Spychal
Date of previous school inspection	17 March 2009
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Age group	4–11
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Introduction

Inspection team

Melanie Clapton

Additional inspector

The inspection was carried out with two days' notice. The inspector visited nine lessons and parts of lessons taught by three teachers and lessons taught by a higher level teaching assistant. The inspection had a particular focus on mathematics and achievement of disabled pupils and those who have special educational needs. The inspector listened to pupils read and spoke informally with parents and carers, staff and members of the governing body. The inspector took account of the on-line questionnaire (Parent View) in planning the inspection. The inspector looked at pupils' books, pupils' progress information, school development planning, leaders' monitoring of teaching and notes written by external advisers. The response to questionnaires of 26 parents and carers, 20 pupils and 8 staff were also taken into account.

Information about the school

Fleggburgh is a rural school that is much significantly smaller than average. It serves several rural villages. All of the pupils are of White British background and none speak English as an additional language. The proportion of disabled pupils and those who have special educational needs, including those with a statement of special educational needs, is above average. Of these, the largest group have moderate learning difficulties. The school meets current government floor standards. The proportion of pupils known to be eligible for free school meals is below average. A higher than average number of pupils join and leave the school during the year. The headteacher has a 60% teaching timetable.

Fleggburgh has a new nursery on the school site. This facility is not managed by the governing body and is inspected and reported on 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	2
Achievement of pupils	2
Quality of teaching	2
Behaviour and safety of pupils	1
Leadership and management	2

Key findings

- Fleggburgh is a good school where pupils achieve well from a range of starting points. Every space and every minute in school are used effectively to support pupils’ successful learning. Fleggburgh has some outstanding features but it is not outstanding overall because progress in mathematics is not as consistently high as in reading and writing and teaching overall is good rather than outstanding.
- Achievement is good because all pupils progress well. A clear focus on improvement has resulted in attainment rising consistently in Key Stage 1 and Key Stage 2. Standards in English are rising steadily. Progress across the school is good. Mathematics has remained broadly average, with the numbers of pupils attaining higher levels increasing. However progress is less consistent in mathematics, because pupils’ application of mathematics in other subjects and use of information communication technology (ICT) to consolidate mathematics learning is underdeveloped.
- Teaching is good with examples of outstanding practice. Effective use of assessment to group pupils by ability rather than age, and flexible approaches to teaching, ensure good progress for all. Highly skilled, well deployed learning support assistants add to the good teaching.
- Pupils’ behaviour is exemplary at all times. The family atmosphere of the school means that pupils are known well as individuals and feel well cared for and safe. Lessons are seldom disrupted because of pupils’ outstanding attention.
- The determined drive by the headteacher and whole school team mean that pupils achieve well. Effective monitoring and rigorous tracking result in good teaching. Governors demonstrate a clear drive for sustained improvement and to ensure that this is an inclusive school. The well-organised curriculum and close community links contribute to pupils’ good spiritual, moral, social and cultural development. Various partnerships ensure that a range of opportunities are available for pupils which may not otherwise be available in a small school.

What does the school need to do to improve further?

- Raise achievement in mathematics throughout the school to match that of

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reading and writing by:

- planning for pupils to apply their numeracy skills in different subjects
- ensuring that teachers' comments in their marking of mathematics model correct strategies for calculations and are followed up by pupils in the next lesson, so that teachers can check learning
- making increased use of ICT to consolidate mathematics learning
- enhancing mental mathematical skills by revisiting recently taught concepts more regularly in daily mental sessions
- including more opportunities for pupils to use mathematical skills in problem solving activities.

Main report

Achievement of pupils

Pupils enjoy learning and respond well to imaginative teaching. Pupils are clear that 'lessons are fun.' For example, in a literacy lesson, pupils were excited about solving clues from a crime scene of a stolen cake, in preparation for writing a newspaper article. Excited discussion and good reasoning skills resulted in well-devised questions with a subsequent conclusion that the perpetrator was likely to be an adult because of coffee granules left at the scene.

Children join the school with skills and knowledge generally below those expected for their age, although this is variable because of the small numbers. Good relationships and the caring ethos of the school mean that they settle quickly. Well planned, interesting activities and effective teaching mean children make good progress. This good progress continues through Key Stage 1 resulting in improved outcomes since the last inspection. Results in reading are slightly above that found nationally, because of a firm focus on developing knowledge of letters and sounds from the moment children arrive in school. Attainment at the end of Key Stage 2 has also improved, with reading and writing in 2011 above that found nationally. Mathematics attainment is broadly average overall with the number of pupils attaining the higher levels above average. Achievement is good because the school regularly analyses pupils' progress and adapts provision, to put in place individual or very small group teaching. School information, lessons and pupils' work confirm that a large majority of pupils are making better than expected progress in reading and writing from their starting points into the school. However, progress in mathematics is more variable. Late entrants and disabled pupils and those with special educational needs make better than expected progress, similar to their peers. Attainment of pupils known to be eligible for free school meals is broadly average, although they are small in number, and they make good progress. Parents and carers rightly agree their children make good progress.

Quality of teaching

Teaching is good with some that is outstanding. Teachers have high expectations of

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what the pupils can achieve, whatever their starting points. Teamwork between teachers and support staff is a particular strength. The atmosphere in all teaching areas is one of focused learning at all times. Flexible organisational approaches to lessons ensure that all pupils achieve their best, and are interested and challenged in learning. The extremely skilful team of learning support assistants are used effectively to enhance good learning, taking responsibility for small groups and individuals. Pupils are clear about learning and how targets will help them improve. Teachers challenge and extend pupils well, through timely intervention to clarify misconceptions and skilful questioning. Learning moves at a pace leading to some exceptional achievement. For example, use of drama effectively developed debating skills, beginning with simple 'for or against' statements, moving to presenting arguments and counter arguments. Pupils skilfully applied emotive language, identified from reading, into spoken arguments, resulting in speaking capabilities beyond those expected for their age, which were applied in writing. In an extremely successful physical education lesson, pupils worked collaboratively to join individual dance movements successfully into a whole group sequence.

ICT is used effectively to bring learning to life. The live 'Lamb Cam' link in Reception and Key stage 1 supported constructing tally charts and data handling, as new lambs being born are noted each day. However ICT is not used as effectively by pupils to consolidate skills, particularly in mathematics. Mental mathematics teaching is effective, but pupils are often reluctant to apply these skills, preferring to use written methods to solve problems. This is because teachers do not revisit concepts regularly enough to consolidate learning.

Marking is a strength and has improved since the last inspection. It is consistently good, providing clear guidance to pupils on how to improve work. However, pupils are not routinely expected to follow this up, in particular, mathematical examples for corrections in the next lesson.

The curriculum is adapted extremely well to meet pupils' needs. The school caters well for pupils' spiritual, moral social and cultural development. Literacy skills are applied in a wide range of other subjects, but this is less well developed for mathematics and problem solving.

Parents and carers rightly confirm that teaching is good. Many commend how staff have helped their child's academic achievement, with evident praise for the support provided for pupils' special educational needs. One respondent echoed others saying 'Teachers are all aware and understanding of my child's particular needs.'

Behaviour and safety of pupils

Pupils' behaviour is exemplary, as they respond well to high expectations. All parents and carers confirm that behaviour in lessons and around the school is always of a high standard. Pupils welcome visitors to school, with even the youngest applying phonics (the sounds that letters make) to read name badges accurately. Pupils of all ages are certain that bullying of any kind is extremely rare, as is any form of

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misbehaviour. None was seen during the inspection. Pupils are very aware of how to keep themselves safe from cyber bullying as a result of the curriculum. Even though pupils regularly move around the school for group and individual work, they do not interrupt the learning of others. Pupils actively support each other in keeping to this. The family atmosphere means that older pupils enjoy taking care of younger pupils. Pupils are clear that any 'unkind behaviour' or 'minor disagreements' will be resolved either through their own discussions or by adults. This coupled with the ethos of the school means pupils and their parents and carers confidently describe the school as a safe place. Pupils with differing needs get on very well together, making the school a harmonious community.

Pupils are proud of their school and take good care of it, adopting various roles, for example organising music in assembly, clearing away at lunch time and for play equipment. A few pupils whose circumstances make them vulnerable require high levels of support and care. These pupils are respected and supported by all pupils and staff and participate fully in school life. Parents and carers whole heartedly agree that pupils are well looked after and have their needs met, saying that pupils 'thrive' as a result. Throughout the school, pupils are eager to learn and take an active role in all lessons, listening well and showing high levels of respect toward adults and each other. Attendance is above average.

Leadership and management

Leaders have driven developments effectively since the last inspection, with improvement in teaching and achievement, particularly in English, and ensuring that the curriculum is well organised to cover all key skills within mixed age classes. School leaders and the governing body have maintained a clear focus on raising attainment, improving pupils' progress and pupils' welfare. This demonstrates good capacity for further improvement. The governing body is very aware of the school's strengths and weaknesses, particularly those that result from being a small school. Consequently, they actively seek valuable partnership links to ensure the best opportunities for all, whilst maintaining the school's uniqueness, for example, the recent nursery provider using the school site. Arrangements for pupils' safeguarding fully meet regulatory requirements. Pupils are involved in health and safety, for example, requesting notices to ensure that chairs are stacked only in sixes.

Staff satisfaction is high. Leaders keep a very close eye on individual pupils' progress, so that equality is promoted and any discrimination tackled. Swift action is taken to make appropriate changes to support and provision to meet the needs of any pupils identified as falling behind. To date, leaders have been less successful in securing consistently good progress in mathematics across the school. Nevertheless this is identified in the school development plan.

The curriculum is broad, balanced and stimulating, with even the youngest pupils learning French. Art skills are good. Imaginatively-organised topics develop pupils as independent learners. Such organisation requires an innovative approach, devising different topic headings each year to ensure full coverage of all key skills in mixed

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age groupings.

In this small school all teaching and some teaching assistants are leaders. Everyone shows a relentless drive to be outstanding. Leaders regularly monitor teaching, focusing on learning. Development points are closely linked to statements for good and outstanding teaching.

The school makes good use of the community facilities. The village hall provides better space for physical education for older pupils. Parents and carers are positive about information they receive on how well pupils are doing. Regular links with a school in Malawi, and a more culturally diverse school in the United Kingdom, ensure pupils encounter differing aspects of diversity which they would not otherwise experience. Key Stage 2 pupils visited the school in the United Kingdom following written communications. These and many local links contributes to pupils' good spiritual, moral, social and cultural development as they learn about different ways of life around the world.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	46	46	8	0
Primary schools	8	47	40	5
Secondary schools	14	38	40	8
Special schools	28	48	20	4
Pupil referral units	15	50	29	5
All schools	11	46	38	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 August 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and 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 governors and 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:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
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.
Safety	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

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.



12 March 2012

Dear Pupils

Inspection of Fleggburgh Church of England Voluntary Controlled Primary School, Great Yarmouth, NR29 3AG

Thank you for the warm welcome you gave me when I came to visit your school. Fleggburgh is a good school. You benefit from good teaching that helps you to make good progress, particularly in your reading and writing. As yet you do not all do quite as well in mathematics. For that reason, I have suggested some ways of helping more of you make better progress. You can help by making sure that you respond to the next step marking comments that your teachers write, particularly in mathematics, and by completing corrections using the example.

I have asked the school to do these things to help you make better progress in mathematics.

- Include more use of computers to support your mathematics learning.
- Give you more help with using your mental mathematics skills in solving problems.
- Planning more opportunities to use you mathematics skills in your topic and work in other subjects.
- Making sure teachers give you examples of how to do calculations correctly when they mark your work and then allow you time to do some more examples to prove that you understand.

The behaviour I saw in lessons and around the school was exemplary, and you and your parents and carers told us that what I saw was how it is every day at Fleggburgh. You listen extremely well to your teachers.

Thank you again for being so friendly and helpful on my visit. I hope you continue to enjoy your learning and do well.

Yours sincerely

Melanie Clapton
Lead inspector

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