

Great Massingham CofE Primary School

Weasenham Road, Great Massingham, King's Lynn, PE32 2EY

Inspection dates 16–17 July 2013

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Requires improvement	3
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
Leadership and management		Requires improvement	3

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- Pupils do not achieve well enough in mathematics, and do not make as much progress in the subject as they do in English.
- There is not enough good or outstanding teaching to make sure that all pupils reach the levels they are capable of in mathematics at the end of Year 2 and Year 6.
- Pupils do not have many opportunities to plan their own work or use their own ideas. Some teachers do not make good use of time in lessons, and in such cases pupils are not able to complete the tasks set.
- Pupils' work is not always marked regularly or in a way that helps them to improve it.
- Not enough work is recorded in pupils' books, and they are not given enough opportunities to correct errors they make in mathematics or explain how they have reached their answer.
- Leaders have maintained the level of pupils' achievement and the quality of teaching since the previous inspection, but have not built on them.
- The school does not set challenging targets for individual pupils to raise levels of achievement, and the annual targets set for teachers are not linked to the progress pupils make.
- Governors do not receive regular updates on how well pupils in all classes are doing.

The school has the following strengths

- The teaching of reading is good and pupils make good progress. Effective support is provided for those who find reading difficult.
- Pupils feel safe and behave well. They enjoy their lessons and are polite and friendly.
- Pupils and parents have very positive views of the school.
- The school environment is bright and welcoming. Outdoor and indoor spaces are used highly effectively.
- All adults and children work together harmoniously, and every pupil benefits from very high quality care and support.
- Pupils' spiritual, moral, social and cultural development is promoted well.

Information about this inspection

- The inspector observed teaching in all classes. She visited nine lessons, two of which were jointly observed with the headteacher.
- Discussions were held with pupils, a teacher, the headteacher, governors, and a representative from the local authority.
- The inspector took account of recent surveys of parents' and pupils' views collected by the school and spoke informally to parents as they brought their children to school. There were not enough responses to the online questionnaire (Parent View) to generate any results.
- The inspector listened to pupils read, spoke with them about their learning and looked at the work in their books.
- School documents were also examined, including the school's own analysis of its strengths and weaknesses, the school improvement plan, data on pupils' current progress, and records relating to governing body meetings, behaviour, attendance and safeguarding.

Inspection team

Heather Simpson, Lead inspector

Additional Inspector

Full report

Information about this school

- This school is much smaller than most other primary schools.
- All pupils speak English as their first language and almost all are White British.
- The proportion of pupils known to be eligible for the pupil premium is average. This is additional government funding to help certain groups of pupils. At this school, it only applies to pupils who are known to be eligible for free school meals.
- The proportion of pupils supported through school action is above average, as is the proportion supported at school action plus or with a statement of special educational needs.
- A pre-school operates on the school site, but this is not managed by the governing body and so it is inspected separately.
- The usual judgement on whether the school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress by the end of Year 6, is not appropriate when the year group contains pupil 10 pupils or fewer. In 2012 only six pupils took the national tests.
- Since the previous inspection, the school has restructured as there are fewer pupils on roll.

What does the school need to do to improve further?

- Raise the quality of teaching and learning by making sure that:
 - there is a good balance between teacher-led activities and opportunities for pupils to plan and develop their own ideas
 - pupils do not spend too long listening to the teacher during the introduction to lessons, especially children in the Reception Year
 - pupils use their learning targets to help them reach the next level
 - teachers provide clear guidance through marking to show pupils precisely what they must do next to improve their work.
- Raise achievement in mathematics by making sure that pupils, especially the more able:
 - have demanding and increasingly complex problems to solve, and opportunities to explain how they reach their answers
 - record their work regularly in books, show their working out and are given time to correct errors made
 - use and apply their skills and knowledge to real-life activities as much as possible.
- Improve the effectiveness of leadership and management by:
 - setting challenging targets for individual pupils to reach, and reporting regularly to governors on the progress made towards these targets
 - making sure that performance targets set for teachers are linked directly to pupils making at least good progress.

Inspection judgements

The achievement of pupils

requires improvement

- Pupils do not achieve well enough in mathematics, and not enough pupils reach the higher levels they are capable of. In 2012, Year 6 standards dipped in mathematics and pupils underachieved. This group's standards had been below average in English and mathematics at the end of Year 2, but the gaps were closed in reading and writing and they made good progress. This was not the case in mathematics, where the gap increased. Standards this year have risen. Nevertheless, not enough pupils are building sufficiently on their skills in mathematics.
- Children's skills and understanding are broadly in line with the levels expected for their age when they enter Reception Year, although their skills in writing are often notably weak. They make steady progress across the areas of learning. By the time they enter Year 1, children achieve standards that are again broadly in line with national average. This shows that their progress requires improvement, as they do not make enough gains in their basic skills.
- As they move through the school, pupils make steady progress but they should be doing better than this. They usually reach average standards at the end of Year 2 and Year 6 in reading, writing and mathematics. However, attainment is not a reliable indicator of how well pupils are achieving in such a small school, where the performance of an individual pupil can have a disproportionate impact on the standards reached.
- Pupils' progress in reading is good, and stronger than in writing and mathematics. Reading is taught well and pupils' skills are built up systematically year on year. Younger pupils use their knowledge of letters and sounds to tackle new or tricky words. In 2013, more pupils reached the higher levels in reading at the end of Year 2. Older pupils have developed good reading habits and read a wide range of books. Additional teaching for those who are struggling with their reading is highly effective and helping to accelerate pupils' progress.
- Disabled pupils and those who have special educational needs make good progress in reading and writing but their progress in mathematics requires improvement along with others in their class. Teaching assistants provide effective support for literacy both in lessons and when pupils are taught separately in small groups.
- The small number of pupils who are supported by the pupil premium also make good progress in literacy but their progress is limited in mathematics and requires improvement. The funding received is used to provide additional support to help them keep up with others in the school. This has been more successful in terms of reading and writing, where school records show it is being used effectively to narrow the attainment gap. Because of the very small number of eligible pupils, it is not possible to comment in detail on their attainment without identifying individuals.

The quality of teaching

requires improvement

- Pupils' achievement requires improvement because teaching is not consistently good enough to promote good progress across the school. Teaching is good in some lessons but requires improvement in others, particularly in mathematics. Where it requires improvement, teachers over-direct lessons and do not give pupils enough opportunities to plan their own activities or use their own ideas. Sometimes, teachers also spend too long on lesson introductions, particularly for children in the Reception Year, so pupils find it difficult to concentrate and do not have enough time to complete their work.

- Teachers provide learning targets in mathematics for pupils in Key Stage 2, but do not refer to them or remind pupils to use them during lessons. As a result, pupils do not know what they must do to reach the next level in their work.
- Teachers regularly check pupils' work during lessons and provide additional help where needed. However, the amount of written work in pupils' books is limited. Too often, pupils use mini-whiteboards to work on. These are usually wiped off at the end of the lesson, so teachers cannot check how well pupils have achieved or where improvements can be made. Similarly, pupils do not always show their working out in mathematics, have opportunities to explain their answers, or correct errors they make. Consequently, they are not always aware of where they have gone wrong.
- The quality of marking varies across subjects. Topic books in Key Stage 2 are well marked and provide clear guidance about what pupils have done well and what they need to improve. Where marking is not helpful, work is merely ticked or not marked at all.
- Where teaching is good, teachers plan activities that are closely matched to pupils' abilities and build on their previous learning. Exciting activities provide opportunities for pupils to put their skills into real-life practice, for example weighing and measuring ingredients to make a fruit smoothie in a mathematics lesson. All pupils worked very well together and showed high levels of independence and enthusiasm whilst following the recipe.
- Teachers use resources, including computer technologies, highly effectively to support pupils' learning. They use their good subject knowledge well to ask questions skilfully to extend pupils' thinking. This was seen in a Key Stage 2 lesson, where pupils were asked to compare funeral ceremonies between Hindus and Christians. Challenging questions were posed and the teacher set high expectations in terms of behaviour and work. All pupils produced work of a good quality and showed interest and concentration throughout the lesson.
- Additional adults provide good support for groups of pupils and individuals. They contribute strongly to the additional support given to those eligible for the pupil premium or those who are disabled or who have special educational needs. This ensures these pupils keep up with others in their year group.

The behaviour and safety of pupils is good

- Pupils behave well in lessons and around school. They are polite, helpful and caring. When working with others they respect each other's views and listen carefully. As a small school, all pupils work and play together harmoniously both inside and outside.
 - All parents, pupils and staff who gave their views say that behaviour is good. Pupils know and follow the behaviour policy and understand the sanctions and rewards. They particularly like the merit awards and 'special mention' assembly on Fridays.
 - Pupils have a good awareness of the different forms of bullying, including cyber, physical and verbal bullying. They say that all pupils get on well together and there is no bullying of any sort. Where there are minor issues, they are confident that if reported, they are sorted out quickly by staff. Serious incidents are rare, as shown by the school records.
 - Pupils feel safe and are taught how to keep themselves safe. They have a good awareness of potential dangers, for example, when using the internet, but also know how to protect
-

themselves.

- The school promotes pupils' spiritual, moral, social and cultural development well. Pupils have opportunities to reflect in religious education lessons and assemblies. They know the difference between right and wrong, respect and cooperate well with each other, and have a good understanding of other world faiths and cultures.
- Pupils enjoy school and while attendance varies due to the impact of individual absences, it is broadly average. As one parent said, 'My children love school. They would come seven days a week if they could.'

The leadership and management requires improvement

- Leaders have not made sure that achievement and the quality of teaching have improved significantly since the previous inspection. There is not enough good teaching to ensure that all pupils make good progress across the school.
 - Teachers regularly assess the levels pupils are working at and track their progress, but leaders do not set challenging individual targets for pupils or teachers to aim towards. As a result, pupils do not make the progress they are capable of, especially in mathematics.
 - Teachers' performance is reviewed annually, but the objectives set for staff are not linked to pupil progress targets and have not yet resulted in consistently good teaching over time or higher achievement.
 - The school's own evaluation of how well it is doing compared to other schools nationally is accurate. Action plans are based on appropriate areas for development and these are reviewed each term by the headteacher.
 - Regular discussions are held between staff regarding the progress and development of all pupils. Where pupils are at risk of falling behind, additional support is provided to help them keep up with other pupils. This shows the school's commitment to equality of opportunity. There is no discrimination of any kind, and respect and tolerance towards all are successfully promoted.
 - A wide range of subjects are taught through exciting topics which help pupils practise and develop their literacy and numeracy skills. Visits, visitors and clubs also ensure that personal development is well promoted and pupils learn new skills, for example gardening or playing the ukulele.
 - The local authority has an accurate overview of the school and keeps a close eye on its performance. It has provided valuable support to the governing body in planning and arranging the future leadership of the school following the current headteacher's retirement in July 2013.
- **The governance of the school:**
- Governors have a wide range of knowledge and experience, which they use well to support and challenge the school. They visit the school regularly to meet with the headteacher and talk with pupils about their learning. They have some level of understanding of how well the school is doing but do not receive precise enough information about the progress pupils make as they move through the school to challenge the school more thoroughly. They have a clear understanding of how staff performance is managed, and that teachers' pay will only be
-

increased if pupils make good progress. They understand how funds, including the pupil premium, are spent and the impact on pupils' achievement is published on the school website. Governors regularly undertake training to ensure that they fulfil their statutory duties effectively, for example in relation to safeguarding.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	121087
Local authority	Norfolk
Inspection number	402001

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	33
Appropriate authority	The governing body
Chair	Bev Randall
Headteacher	Martin Etheridge
Date of previous school inspection	6–7 July 2010
Telephone number	01485 520362
Fax number	01485 520362
Email address	head@greatmassingham.norfolk.sch.uk

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.ofsted.gov.uk

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2013

