

Somerleyton Primary School

The Green, Somerleyton, Lowestoft, NR32 5PT

Inspection dates 15–16 October 2014

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

Summary of key findings for parents and pupils

This is a good school.

- The headteacher, ably assisted by staff and governors, has been effective in improving teaching and achievement significantly over the past year. She is highly ambitious for the continued success of the school.
- Pupils in all year groups make good progress in reading, writing and mathematics because teaching is consistently good and some is outstanding.
- Teachers provide high quality marking. As a result, pupils have a clear understanding of how to improve.
- Interesting activities in a range of subjects lead to good levels of concentration in lessons. A wide range of activities make a good contribution to pupils' spiritual, moral, social and cultural development.
- Pupils' behaviour is good and they feel safe in the school. They have very positive attitudes to learning and show respect for each other and adults at all times.
- Governors are very committed to the school and hold the headteacher robustly to account for the school's performance.
- Children make good progress in the Early Years Foundation Stage because adults provide an exciting and well-planned range of activities.
- Parents are extremely supportive of the school and have every confidence in the headteacher and their children's teacher.

It is not yet an outstanding school because

- Pupils' progress in reading is not as rapid as it is in writing and mathematics.
- Occasionally, the most able pupils are not stretched sufficiently to ensure that they achieve as well as they could.

Information about this inspection

- The inspector observed five lessons, four of which were seen together with the headteacher. In addition, the inspector made a number of other short visits to lessons with the headteacher. The inspector also listened to pupils in Years 2 and 6 reading to her.
- Meetings were held with groups of pupils, the headteacher, the Chair of the Governing Body and a parent governor. The inspector also held a telephone conversation with a representative of the local authority.
- The inspector took account of 19 responses to the online questionnaire (Parent View), and eight responses to the staff questionnaire. The inspector also consulted 20 parents during the inspection.
- The inspector looked at pupils' books and a range of documents, including the school's own data on pupils' current attainment and progress, the school's evaluation of its performance, school improvement planning, documentation relating to teachers' performance over time, and records relating to safeguarding.

Inspection team

Tusha Chakraborti, Lead inspector

Additional Inspector

Full report

Information about this school

- Somerleyton is a small primary school. Pupils are taught in three classes in the morning and in two classes in the afternoon.
- Almost all pupils are of White British heritage.
- The proportion of disadvantaged pupils supported by the pupil premium is well below average. This additional funding only applies in this school to a small number of pupils who are known to be eligible for free school meals.
- The proportion of disabled pupils and those who have special educational needs supported through school action is broadly average. The proportion supported through school action plus is below average. There are no pupils with a statement of special educational needs.
- There are very small numbers of pupils in each year group and so no comment can be made about whether the school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in English and mathematics.
- Following the closure of the middle schools in the Lowestoft area, the school became a primary school and expanded to take pupils up to Year 6. The first Year 6 was academic year 2011 to 2012.
- The headteacher took up the post in September 2013, 10 days before the previous inspection. In addition, two newly appointed full-time teachers joined the school at the same time. One then left in July 2014. Two new teachers have joined the school in September 2014.
- The school works closely with local primary and secondary schools.

What does the school need to do to improve further?

- Improve the quality of teaching to raise achievement further, especially in reading, by making sure that:
 - the tasks set in lessons are consistently demanding but achievable for all groups of pupils, especially the most able
 - pupils have regular opportunities to read from a wide range of texts in different subjects, to extend the skills they learn in literacy lessons.

Inspection judgements

The leadership and management are good

- The headteacher, supported by the governing body, has provided positive leadership and her clarity of purpose has helped to move the school forward. The areas for improvement identified in the previous inspection have been addressed successfully. This has led to marked improvement in teaching and pupils' achievement. Pupils and parents are very appreciative of the improvement made under the current leadership; a pupil commented, 'I would advise all children to come to this school.'
- Systems for checking pupils' progress are both rigorous and effective in providing good support for pupils in all year groups. The tracking information is used effectively in meetings to discuss pupils' progress which identify any individuals who are at the risk of falling behind. The school has made good progress in producing an assessment system and has begun to use it to ensure appropriate coverage of the new curriculum and pupils' progress.
- The school has worked hard to improve the quality of teaching. The headteacher and subject leaders have an accurate view about the effectiveness of the school's work and what needs to improve further. Teachers' performance is managed effectively to set demanding targets for teachers to meet. These targets are appropriately linked to their professional development and to their pupils' performance.
- The rich curriculum widens the experience of pupils and creates many opportunities for pupils to develop an understanding of their community and the wider world, preparing them well for life in modern Britain. For example, the local Member of Parliament visited the school and explained how parliament works. Topics are planned with very effective links within different subjects as well as with visits and visitors. For example, while studying about the Egyptians, pupils visited Norwich Castle, and were thrilled to be able to handle the Egyptian artefacts. Younger pupils watched a ballet company performing 'Three Little Pigs', the story they read in class. Pupils enjoy a range of after-school clubs and sports activities. All these promote pupils' spiritual, moral, social and cultural development very successfully.
- The primary sports funding has been used effectively to train staff in orienting and gymnastics, to introduce new sporting clubs, such as archery and fencing, and to engage pupils in competitive sports. All pupils participate in and enjoy a range of competitions with other local schools.
- The school's systems for safeguarding and ensuring that all pupils have an equal opportunity to succeed are good. The pupil premium funding is used effectively to support the pupils for whom it is intended through effective planning and support. This means these pupils make similar progress to the others.
- The local authority has provided very effective support for the school to bring about improvement in the quality of teaching. Headteacher and members of the governing body have worked very well with the local authority to achieve this.
- The school has an excellent partnership with parents who regard the school highly. The school website provides excellent opportunities for parents to access the extensive range of information for them.
- The **governance of the school:**
 - The governors successfully completed the external review, recommended by the previous inspection. Most of the governors are new, starting in 2013. A rigorously planned schedule ensures that all governors are trained fully. The governing body provides expertise in different areas of the school's work. A governor was fully involved in designing the school's highly informative website. Governors actively review the impact of teaching and progress towards the school's development plans. They monitor the school's finances carefully, including the use of the pupil premium to improve these pupils' achievement. They have clear understanding of the link between teachers' performance and salary progression and tackle any underperformance robustly. Governors ensure that the procedures for safeguarding pupils meet requirements.

The behaviour and safety of pupils are good**Behaviour**

- The behaviour of pupils is good. Pupils are polite and welcoming to visitors. They are proud of their school and celebrate each other's achievement. For example, they showed the inspector the Christmas card designed by a pupil who had won a competition.
- Pupils readily take on extra responsibilities. For example, the school council manages its own budget to raise funds for school improvement. Its members decide, in consultation with others, upon the priority for improvement. This year they have decided to purchase books for the library.
- Pupils have positive attitudes to their learning and are eager to do well. They say that they thoroughly enjoyed the 'We learn in many ways' topic, reflecting on the importance of 'persistence and remaining open to continuous learning'. Occasionally, when pupils are not sufficiently engaged by the work in class, they lose concentration.

Safety

- The school's work to keep pupils safe and secure is good. Pupils say they feel very safe and well cared for by all the adults in the school. Pupils are well informed about all types of bullying, including cyber-bullying. They say bullying is very rare and that, should it occur, it is quickly and effectively resolved.
- Pupils demonstrate good understanding of issues relating to their personal safety, such as the misuse of drugs. They are well aware of the dangers of the misuse of the internet and social networking sites, and they know what to do if they should encounter it.
- Pupils respect the values of different races and religions. During the discussion with a group of pupils, one stated, 'Religion does not stop friendship. We believe we are one big family.' This view was supported fully by the rest in the group. Pupils enjoy coming to school and their attendance is above average. Exclusion and racial incidents are rare.

The quality of teaching is good

- There are very positive relationships between staff and pupils. As a result, pupils want to do well and are prepared to work hard. This creates a very positive atmosphere in all classrooms and promotes mutual respect.
- Teachers' subject knowledge is good. They plan work carefully and use questions effectively to check pupils' understanding and to ask further questions to deepen pupils' thinking. In a mixed class of Year 5 and 6, pupils were engaged in writing a newspaper report on the murder of Julius Caesar. Effective questioning during whole class discussions enabled pupils to use their knowledge of the play and of features of report writing to create exciting reports. Here, they were supported well in building on their learning from the 'Romans' topic for the current term.
- Teaching assistants work effectively alongside teachers and provide good support to disadvantaged pupils and those who are disabled or have special educational needs. This is helping these pupils to make good progress consistently.
- Teachers provide a variety of work to match the capabilities of different groups of pupils. Occasionally, they do not make use of assessment information to ensure that work is demanding enough, especially for the most able. In reading, pupils are sometimes not given challenging enough texts to extend their comprehension skills further and do not achieve as well as they could.
- The marking of pupils' work is effective. Pupils receive clear guidance consistently on how to improve their work or what they need to learn next. They are given opportunities to discuss and reflect on these comments and pupils regularly respond to teachers' suggestions for next steps. The good use of self-assessment helps pupils to reflect on what they have learnt, identifying errors and next steps which they could take to reach the next level of skill.

The achievement of pupils is good

- Over the past year, the school took decisive and effective actions to improve pupils' achievement. As a result, pupils throughout the school made accelerated progress in the 2013-2014 school year and achieved well from their starting points. By the end of Year 6 in 2014, pupils reached standards in reading, writing and mathematics that were above average. This is well supported by the work seen in pupils' books from the previous year. Pupils' work in the past five weeks in the current academic year clearly indicates that this rate of good progress has been sustained.
- The most able pupils make good progress in all areas, especially in writing. They develop a clear understanding of how to write effectively for different purposes and audiences and are good at using four operations of mathematics to solve a wide range of problems. They are skilful in designing interactive games using computers.
- A few of the most able pupils do not always reach the standards of which they are capable because they are not consistently stretched enough to perform as well as they can. Progress in reading is not as rapid as that in writing and mathematics. This is because pupils are not always supported sufficiently to extend their comprehension skills through demanding texts.
- Disabled pupils and those who have special educational needs make good progress from their starting points because they get the support they need. All pupils, including those with additional needs make very rapid progress in developing their information and communications technology skills and use these to aid their learning in other subjects.
- Disadvantaged pupils are supported very effectively by teachers and teaching assistants within the classrooms alongside other pupils. The very small number of pupils in Year 6 in 2012 and 2013 and in 2013 and 2014 means that their attainment cannot be reported without the risk of identifying individual pupils. However, the school's data indicates that pupils supported through the pupil premium make the same or faster progress compared with their classmates and the gap between their attainment and that of their classmates is narrowed considerably.

The early years provision is good

- Children start in Reception with skills and knowledge that are in line with those typical for their age. They make accelerated progress in all areas of learning and enter Year 1 well prepared for further learning. In 2014, the proportion of children who achieved a good level of development was above the national average. This was a marked improvement over their achievement in 2013 when it was well below average.
- Good leadership in the Early Years Foundation Stage ensured that each child's needs have been carefully considered so that they make good progress. Staff provide a range of engaging activities that capture children's imagination and move their learning on quickly. Children are encouraged to become confident in pursuing indoor and outdoor activities that match their own interests as well as those directed by adults. Disabled children and those who have special educational needs are very well integrated and benefit from good support from skilled staff.
- Regular teaching of phonics (the sounds that letters make) supports children well in rapidly developing their reading and writing skills. Children were observed linking letters with sounds accurately after they read a story about a duck which lived on a farm. Some were able to re-tell the story and identify the initial letters from picture cards. Children are friendly and keen to explain what they are doing.
- Parents were very complimentary about the school's work. Almost all of them said that their contributions are valued and that they are very well informed about their children's progress. Children's behaviour is good and their health, safety and well-being are always of utmost importance to staff. Children settle quickly into their daily routines and form very good relationships with adults and each other. Assessment of children's progress is rigorous and the information gained is used effectively to inform planning.

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	124608
Local authority	Suffolk
Inspection number	452799

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	53
Appropriate authority	The governing body
Chair	Jon Harrowven
Headteacher	Louise Spall
Date of previous school inspection	11 September 2013
Telephone number	01502 730503
Fax number	01502 730503
Email address	admin@somerleyton.suffolk.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 and 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 2014

