

Reedham Primary School

School Hill, Reedham, Norwich, NR13 3TJ

Inspection dates 9–10 July 2015

Overall effectiveness	Previous inspection:	Requires improvement	3
	This inspection:	Good	2
Leadership and management		Good	2
Behaviour and safety of pupils		Outstanding	1
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.

- Under the strong leadership of the headteacher, the school has made good progress since its previous inspection and is continuing to improve.
- Leaders, managers and governors have ensured that teaching and achievement have improved and are now good.
- Standards are above expectations in reading and mathematics in all year groups.
- Children in the early years achieve well because staff tailor teaching well for their needs.
- Pupils have excellent attitudes to learning and their behaviour is outstanding. The school is extremely effective at keeping them safe. All parents agree that their children are happy and safe at school.
- An imaginative curriculum engages pupils well and gives them plenty of opportunities to apply their literacy and numeracy skills in a range of different situations.
- The governing body holds school leaders to account well and has a good understanding of what the school does well and what can be improved further.

It is not yet an outstanding school because

- Marking is not fully consistent in showing pupils how to improve their work, especially in subjects other than English and mathematics.
- Standards in writing are not quite as high as in reading and mathematics because the most-able pupils are not always challenged to reach the higher levels of attainment.

Information about this inspection

- The inspector observed learning in eight lessons or parts of lessons, almost all jointly with the headteacher. The inspector also attended two assemblies.
- The inspector heard pupils read and, with the headteacher, looked closely at samples of pupils' work.
- The inspector looked at a wide range of school documents, including development plans, policies, self-evaluation reports and safeguarding records. He considered evidence of the school's partnership work and the information provided for families.
- A meeting was held with a group of pupils from Years 4, 5 and 6. Discussions were held with senior leaders, subject leaders, teachers and other staff. The inspector talked to the Chair of the Governing Body and two other governors and a representative from the local authority.
- The inspector took account of the 17 responses to Ofsted's online questionnaire, Parent View. He also spoke informally to parents and received one letter from a parent.
- The inspector considered 11 responses to the staff questionnaire.

Inspection team

Nick Butt, Lead inspector

Additional Inspector

Full report

Information about this school

- The school is much smaller than the average-sized primary school. There is a mixed-age class for children in Reception and pupils in Years 1 and 2; a class for pupils in Years 3 and 4; and a class for pupils in Years 5 and 6. Children in Reception attend full time.
- Most pupils are White British.
- The proportion of pupils supported by the pupil premium (additional funding for pupils known to be eligible for free school meals or looked after by the local authority) is below average.
- The proportion of disabled pupils and those who have special educational needs is above average.
- The headteacher joined the school in September 2013, following the previous inspection.
- The Reception teacher left at Christmas; since then the class has been taught by the headteacher and a supply teacher.
- The school meets current government floor standards, which set minimum expectations for pupils' attainment and progress in reading, writing and mathematics by the end of Year 6.
- The school has been receiving support from Tacolnestone and Morley Primary School, whose headteacher is a Local Leader of Education.
- The school is located near the River Yare and a railway line. It has a small playground and a field that is a good 15-minute walk away.
- A pre-school meets in the school building, but is run independently and inspected separately.

What does the school need to do to improve further?

- Improve teaching and achievement by making sure that:
 - all marking is consistent in showing pupils how to improve their work, especially in subjects other than English and mathematics
 - the most-able pupils are challenged to reach the higher levels of attainment, particularly in writing.

Inspection judgements

The leadership and management are good

- The headteacher has transformed the culture of the school to one where learning is at its heart. As a result, teaching has become consistently good and pupils' behaviour and attitudes are outstanding.
- Pupils have always been well cared for and the school has retained its family atmosphere. Strong leadership of teaching means that all teachers are held fully accountable for pupils' progress. They meet with the headteacher every half term to discuss how well every pupil is doing. As a result, nobody is allowed to fall behind in their work. Any pupils at risk of underachieving are identified quickly, and a programme of support is arranged for them.
- Since the headteacher joined the school, all teaching staff have benefited from extensive training. They have also had opportunities to visit other schools to learn from outstanding practice. Regular and rigorous checks on the quality of teaching give leaders an accurate view of strengths and areas that need further work. This enables leaders and governors to plan for future improvement; they have set out the steps they need to take very clearly in well-designed action plans.
- In such a small school, all teachers are leading different areas of responsibility. The headteacher has helped them to grow into their roles so that they increasingly have a positive impact on driving improvement. Staff work together well as they reflect upon the school's progress. They are keen to try out new approaches to teaching and are outward looking as they forge ahead.
- The school has received good support from the local authority. Through its 'Norfolk to Good and Great' scheme, leaders have linked up with a partner school and valued the advice they have received from the Local Leader of Education.
- The pupil premium is used effectively to help disadvantaged pupils perform as well as the others in the school. Additional teaching and support, with trips, music lessons and clubs, ensure that these pupils do not lose out. Leaders are totally committed to promoting equality of opportunity and giving every pupil the same chance to succeed. Discrimination is not tolerated.
- The curriculum is effective in providing pupils with engaging and stimulating experiences that promote their learning. For example, pupils in Years 5 and 6 undertook a 'Go-Givers' challenge, in which they chose to develop a project entitled 'Think Cod'. They approached this piece of work from many different angles, drawing on numerous skills. For example, they made a movie, performed a play and wrote a song promoting the sustainability of fish stocks. Pupils also made great progress through a study of Reedham during the First World War. They took the war memorial as their starting point. They used source material such as the original school logbook and census returns to find out about the individuals and their families listed there.
- The school promotes pupils' spiritual, moral, social and cultural awareness well and helps them to appreciate the British values of fairness and tolerance. Pupils learnt about the democratic process during the General Election by voting for the main parties. Pupils are not only prepared well for life in modern Britain, but gain an insight into the diversity of the wider world. A project with Cambridge University has led them to link up with a school in Mongolia.
- The primary physical education and sport premium is spent effectively on coaching for pupils and staff. As a result, they take part in more sport including archery, dodge ball and fencing. Staff are more confident about teaching sport than they were before receiving the additional training. Pupils benefit from having access to their own swimming pool and through taking part regularly in a 'golden mile' challenge run around the playground. One pupil has just clocked up 75 miles. Pupils make the best use they can of the school's faraway field.
- Parents are very supportive of the school. All say that their children are happy at school and that they would recommend the school to others. They welcome the changes the headteacher has brought in since the previous inspection and can see the improvement in their children's progress.

- The school has excellent procedures for safeguarding pupils. All requirements are fully met, and all staff receive the training they need. Leaders keep very careful records of any concerns they may have and act swiftly to protect pupils from any potential harm.
- **The governance of the school:**
 - Governance has improved since the previous inspection and is effective. Under its new leadership, the governing body is active and keen to make a difference. Governors have a good understanding of data and how pupils are doing compared with pupils in similar schools. They visit regularly and know about the quality of teaching. Minutes show that they challenge leaders on many counts and ask pertinent questions. They are aware of how the management of teachers' performance takes place, and what the school is doing to reward good teaching and to tackle any underperformance. Governors keep a careful eye on spending; they check the impact of the pupil premium and sports funding. They ensure that they meet all their statutory responsibilities, including those relating to safeguarding pupils.

The behaviour and safety of pupils are outstanding

Behaviour

- The behaviour of pupils is outstanding. Pupils have very positive attitudes to learning. They work together extremely well and say their teachers really care about them. Their behaviour is impeccable both in class and around the school. The older pupils look after the younger ones very well. A pupil said, 'It's like being in a family.'
- Pupils are very eager to take responsibility as librarians, buddies and members of the school council. They carry out their roles extremely conscientiously. They raise large sums of money for charity. Pupils support the local community through the choir and orchestra singing and playing to the elderly and at the Summer Fete.
- Pupils took part in the Remembrance service at the war memorial in November. This meant a lot to them because they had researched the people whose names were inscribed there. Pupils maintain close links with the parish church and attend services at special times of the year such as Harvest and Christmas. The school receives many compliments about the outstanding behaviour of the pupils on these occasions.
- Staff manage pupils very effectively, particularly those who find it difficult to behave well. They can point to individuals whose behaviour has improved greatly as a result of sensitive and consistent support. All parents who responded to Parent View were positive about pupils' behaviour.

Safety

- The school's work to keep pupils safe and secure is outstanding. Pupils say they feel completely safe at school. All parents who expressed an opinion supported this view.
- Pupils have a very good understanding of potential risks and know how to stay safe, for example on the internet. They take a full part in making sure that the school is a safe place to learn and play. For example, buddies help children to stay safe on the playground and make sure that the play equipment is safe, reporting any defects. Pupils make sure the playground is safe before any running event.
- Pupils learn about keeping safe by the river and the railway line which border the school and how to keep safe on the surrounding roads, which have no street lights or pavements. They undertake the 15-minute walk to and from the school field very sensibly and stoically.
- Pupils say that bullying is non-existent. They know all about different forms of bullying, such as cyber-bullying, and how to combat them. They take steps to promote anti-bullying, such as designing posters.
- Attendance is above average and pupils are very punctual to school. This reflects their great enjoyment of school.

The quality of teaching is good

- Teaching has improved since the previous inspection and is now consistently good. Teachers have good subject knowledge and make clear to pupils what they are going to learn.
- Pupils have plenty of opportunities to apply their understanding to a range of real-life situations. For example, during the inspection, pupils in Years 5 and 6 were planning and costing a new library for the school, including sourcing materials. They went on to write persuasive letters to potential donors for funding for the project. These activities enabled them to use a wide variety of skills drawn from their knowledge of literacy and numeracy.
- Reading is taught well. Younger pupils learn the basic skills of phonics (the sounds that letters represent) and use them to read unfamiliar words. Older pupils speak with enthusiasm about the authors they enjoy reading. They read fluently and with expression.
- While the teaching of writing is effective in enabling pupils to make good progress, the school has identified aspects that can improve even more. Teachers provide interesting stimuli for writing. For example, pupils in Years 3 and 4 enjoyed using a barn owl to write haikus (a stylised Japanese form of poetry), paying careful attention to choosing interesting words. One pupil began her poem with the five-syllable phrase 'silently soaring'. However, there is some inconsistency in the impact of marking on improving pupils' writing, especially in subjects other than English. This means that in some year groups, pupils' writing is not always as good as it could be.
- The impact of teaching on learning in mathematics is good. Teachers are successfully teaching the new curriculum for mathematics and have placed a particular emphasis on pupils using and applying their mathematical knowledge in different real-life situations. They are doing this well, with the result that pupils have greater confidence in approaching problems and finding ways to solve them.
- Teachers use questioning well to probe pupils' understanding. They encourage pupils to share ideas with one another and explain their thinking carefully so that they have a greater mastery of their learning than was previously the case.
- The teaching of disabled pupils and those who have special educational needs is good. Teachers and teaching assistants have a good understanding of their particular requirements and ensure that programmes of support help them to catch up with other pupils.
- Homework reinforces what pupils are studying at school and is welcomed by parents. Music plays an important part in the life of the school, with many pupils learning musical instruments and singing in the choir.

The achievement of pupils is good

- In the early years, children make good progress from their different starting points. This is because staff know the children very well as individuals and tailor work to meet their needs.
- In Key Stage 1, pupils continue to make good progress. There are fluctuations from year to year in the assessments at the end of Year 2 because there are so few pupils. This year, there were only seven pupils, so no statistically reliable conclusions can be drawn about their attainment. However, books show that, especially since Christmas when the headteacher took responsibility for the class, pupils are achieving well.
- Pupils in Key Stage 2 also make good progress, especially in Years 5 and 6. This year, a relatively large group of pupils in Year 6, 11 in total, achieved well from their different starting points at the end of Year 2. Unvalidated test results for 2015 show that standards were above the 2014 average in reading and spelling, punctuation and grammar and were broadly in line in mathematics.

- Although pupils made good progress in writing over Key Stage 2, standards were a little lower than the other subjects because not enough pupils reached the higher levels of attainment in writing. Pupils did particularly well in reading, with all pupils making expected progress and almost two thirds of them making more-than-expected progress.
- There were too few disadvantaged pupils in Year 6 either in 2014 or in 2015 to comment on their attainment without identifying them. Across the school, disadvantaged pupils make generally good progress and there are no significant gaps between their attainment and that of other pupils.
- The school's own data and books show that pupils in all year groups make good progress over time in reading, writing and mathematics. Attainment is above expectations in reading and mathematics and broadly in line with expectations in writing. Attainment is not quite so strong in Year 4, where half the cohort has special educational needs.
- The most-able pupils are mainly challenged well and make good progress. In 2015, this was particularly the case in reading and spelling, punctuation and grammar, where large proportions of pupils reached the higher levels of attainment. Occasionally, these pupils are not given demanding enough work to do, especially in subjects other than English, and this slows their progress.
- Disabled pupils and those who have special educational needs achieve well because leaders identify their needs early and arrange precise programmes of work to support them. Teaching assistants working with the most vulnerable pupils are especially skilled at helping them to engage with learning.

The early years provision

is good

- Children make good progress in the early years because they enjoy a variety of stimulating experiences that develop their early literacy and numeracy skills well. Teaching is good. Teaching staff tailor the activities to children's individual needs and interests, ensuring they are well motivated to learn. For example, children enjoyed a recent visit to a farm and wrote thank you letters to the farmer afterwards saying what they enjoyed most, including Rosie the calf.
- Children benefit from working alongside pupils in Key Stage 1, who are always willing to help. Children quickly follow classroom routines; their behaviour is good. Staff ensure that they are safe and learn how to use tools safely. Children enjoy learning both inside and outdoors. Staff do not always make as much use of the outside areas as they could to enhance children's experiences.
- The leadership and management of the early years are good. The headteacher has introduced positive changes since taking over the class. These include a renewed focus on assessing children's progress. Their achievements are recorded carefully in detailed and well-presented 'learning journeys'.
- In 2015, all children reached a good level of development by the end of the Reception Year. They are well prepared for learning in Year 1.

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	120844
Local authority	Norfolk
Inspection number	462071

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	49
Appropriate authority	The governing body
Chair	Joe Kilner
Headteacher	Chris Edwards
Date of previous school inspection	3 July 2013
Telephone number	01493 700271
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