

Little Melton Primary School

School Lane, Little Melton, Norwich, Norfolk NR9 3AD

Inspection dates

28–29 March 2017

Overall effectiveness	Outstanding
Effectiveness of leadership and management	Outstanding
Quality of teaching, learning and assessment	Outstanding
Personal development, behaviour and welfare	Outstanding
Outcomes for pupils	Outstanding
Early years provision	Outstanding
Overall effectiveness at previous inspection	Good

Summary of key findings for parents and pupils

This is an outstanding school

- The highly effective leadership and management of the headteacher, ably supported by middle leaders and governors, have improved the quality of education provided by the school from good to outstanding.
- Sophisticated teamwork is a strength of this school, as demonstrated by the staff and the pupils. Nearly all parents who responded to the Parent View questionnaire are very appreciative of the work of the staff.
- Excellent procedures for leading the development of teaching, learning and assessment have resulted in pupils benefiting from consistently high-quality teaching in a range of subjects across the school.
- Nearly every pupil makes rapid progress in reading, writing and mathematics. This includes the most able pupils. By the end of key stages 1 and 2, a greater proportion of pupils than found nationally exceed expectations.
- The curriculum is extremely well developed. By the end of Year 6, pupils produce high-quality work in most subjects and are very well prepared for the next stage of their education.
- Pupils' skills in physical education (PE), information and communication technology (ICT), art and design, music, science and the humanities are very well developed by the time that they leave the school.
- Pupils are very well behaved throughout the school. One strength of the school is the attention that is paid to developing pupils' social and life skills as well as academic skills.
- Regardless of their starting points, children in the Reception class benefit from outstanding provision that enables them all to make rapid progress.
- Occasionally in lessons, the work provided for the most able pupils does not stretch them sufficiently.
- In some classes, the curriculum for history, geography and science, while at least good, does not match the higher quality provision in Years 5 and 6 and the Reception class.

Full report

What does the school need to do to improve further?

- Ensure that teachers plan to stretch the most able pupils further in the few lessons where this is not achieved.
- Develop the curriculum in history, geography and science in some years to give pupils more opportunity to develop subject-specific skills.

Inspection judgements

Effectiveness of leadership and management

Outstanding

- The headteacher has extremely successfully inspired his team to provide pupils with a high-quality education. The team demonstrates a strong sense of common purpose and works very effectively to ensure impressive consistency in the quality of teaching and learning across the school.
- Management procedures are meticulously well developed to ensure that leaders and governors maintain the quality of education provided. Procedures to track pupils' progress and to manage the performance of teachers are examples of the sophisticated management procedures developed by the headteacher and governors.
- Middle leaders are very well trained and demonstrate a determination to continually improve provision. The development of the quality of provision and outcomes in the early years is one example of a marked improvement since the last inspection as a result of the work of middle leaders.
- The headteacher and other leaders keep a careful check on the quality of teaching and ensure that teachers benefit where necessary from bespoke training and support to enhance their work.
- Assessment procedures are used very proficiently to make sure that all pupils, regardless of their starting points, make rapid progress. The headteacher and governors hold teachers to account to ensure that all pupils are very well prepared for the next stage in their education.
- The great breadth and depth of the curriculum underpin the success of teaching and learning. Pupils benefit from very many extra-curricular activities and enriching experiences that enhance their education. For example, the French café where pupils served their parents conversing in French, and visits from an Antarctic scientist to pupils who were learning about this region in geography, provide memorable and exciting learning opportunities. As one pupil stated, 'We just love learning'.
- It is impressive that by the end of Year 6, pupils have not only made rapid progress in developing their skills in reading, writing and mathematics, but also have very well-developed investigative, creative, ICT and research skills. Work seen in art and design, geography and history, for example, is of very high quality for pupils in Year 6.
- The curriculum for history, geography and science is not as effective in some years because the gaps in time between subject-specific topics make it more difficult for pupils to practise skills recently learned.
- The curriculum to develop pupils' spiritual, moral, social and cultural development as well as their understanding of modern British values is very effective. A group of pupils spoke thoughtfully about democracy and also individual rights to freedom within the boundaries of the law. This was impressive to hear from primary-aged pupils.

- PE and sport premium funds are used extremely well. All pupils benefit from a wide range of opportunities to take part in sports activities within school and beyond. Arrangements with the local cluster of schools enable them to participate in a range of competitions. Teachers learn from the sports coaches that work in school so that they can sustain high-quality teaching throughout the year.
- Funding to support pupils who have special educational needs and/or disabilities and for disadvantaged pupils is used very effectively. The funding is explicitly linked to overcoming the barriers these pupils experience. Consequently, nearly all these pupils make rapid progress in reading, writing and mathematics. Great attention is paid to ensuring that their confidence and self-esteem are developed so that they are well prepared for the future. The number of pupils in each year in these two groups is small, so it is not appropriate to report on the progress of these pupils at different stages of their primary education.
- The support the school has received from the local authority through the 'better to best' school improvement programme has been very helpful in aiding the headteacher to develop provision. The links with the local cluster of schools have also been beneficial in helping teachers to improve their practice and in providing expertise to address pupils' individual needs.
- Since the previous inspection, the relationship that the school has with parents has improved significantly. The attendance at events organised by the school is high and nearly all the comments made by parents are extremely positive about the work of the school.

Governance of the school

- The school benefits from a skilful governing body. Governors hold the headteacher to account to ensure that the decisions made contribute to continued school improvement.
- Governors have a thorough understanding of the progress made by different groups of pupils and are aware of the quality of teaching and learning. They ensure that performance management procedures are fit for purpose and that staff are rewarded appropriately for their performance.
- Governors take full responsibility to ensure that they meet their statutory responsibilities.

Safeguarding

- The arrangements for safeguarding are effective.
- All the procedures for safer recruitment are systematically managed and secure. Training for safeguarding is up to date and records are kept to ensure that all staff have completed the required training.
- Child protection procedures are managed robustly. Swift action is taken when required and records are detailed, showing the links made with external agencies to support individual pupils. Staff keep a close eye on pupils to ensure that they feel happy and safe.

- The school has a well-developed curriculum to ensure that pupils are equipped to keep themselves safe. For example, during the inspection, a specialist teacher for internet security was visiting each class to teach pupils about how to keep themselves safe.

Quality of teaching, learning and assessment

Outstanding

- Teaching and learning are so effective because expectations are high. Excellent relationships have been established between teachers and pupils. Pupils thrive in class because teachers not only ensure that they make excellent progress academically, but pay close attention to the well-being of pupils.
- Teachers plan and prepare work across many subjects that is both interesting and stimulating so that pupils are highly motivated to learn. For example, in geography, pupils were carrying out research using the internet to identify the differences between different locations they had chosen. They then presented their findings using presentation software to other pupils in the class. Pupils were engrossed in this work.
- Teaching in mathematics is very effective. Pupils are learning to reason and solve problems proficiently because of the deep subject knowledge demonstrated by the staff. The advice and guidance given to pupils address misconceptions very well.
- Pupils are given many opportunities to apply their literacy and numeracy skills in other subjects. By the end of Year 6, pupils write confidently in a range of styles. Teachers expect equally high standards of writing across all subjects.
- Teachers are expert at using the assessment information about pupils to plan work that ensures that nearly all, regardless of ability, make rapid progress over time in reading, writing and mathematics. The guidance and advice given to pupils ensure that they feel equal partners in their learning.
- Teachers and teaching assistants use assessment information about individual pupils to provide them with extra help inside and outside the classroom when it is needed to ensure that they make as much progress as their peers. One teaching assistant was observed working with a group of pupils to help them to develop their reading and writing. The teaching assistant expertly questioned pupils, providing a high-quality learning experience.
- Occasionally in lessons where pupils carry out the same task, the most able pupils are not stretched as much as they could be because higher expectations of them are not made explicit. Nevertheless, assessment information, both published and within school, shows that over time, all the most able pupils make rapid progress and attain high standards.

Personal development, behaviour and welfare

Outstanding

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is outstanding.
- The pupils have an extremely positive attitude to learning. From the youngest upwards,

they demonstrate confidence when carrying out their work and communicate articulately what it is they are trying to achieve. For example, in the Reception class, a group of children were eager to demonstrate their writing and explained how they spelled the words and the care they took with their handwriting.

- Teachers have successfully fostered a culture of resilience and independence. This has enabled pupils to develop proficient research and design skills. They relish the opportunities provided to solve problems. For example, in Years 5 and 6, pupils have designed some pop-up books to a very high standard. Pupils were able to explain that one important aspect of design was that they had the opportunity to practise the skills required so that the end product is of a high standard.
- Pupils also recognise that if they experience any difficulties with their work, the teachers will help them. As one pupil reported, 'teachers always help us and make work exciting, even if it is not our best subjects'.
- The school ensures that any pupils whose circumstances may make them vulnerable are well supported by expert help from external agencies such as counselling and mental health services. Not only does this secure their well-being, but it also ensures that they continue to make rapid progress academically.
- Pupils thrive in the safe and secure environment of the school and its grounds. Pupils rarely experience bullying or misbehaviour, but understand what bullying is and the steps they should take if they experience it. The school has a specific curriculum for safeguarding so that each year, pupils are reminded about the various dangers they have to avoid.

Behaviour

- The behaviour of pupils is outstanding.
- All pupils are polite and courteous; not only in school, for this is also observed and remarked on by the public when pupils are on visits representing the school.
- In lessons, typically pupils work hard and cooperate extremely well when working together. They listen respectfully to each other when sharing ideas or giving opinions.
- Pupils take responsibility to ensure that they behave well. Consequently, during the inspection, there was not one occasion where teachers were observed having to reprimand pupils or to remind them of expectations of behaviour.
- Attendance of all groups is high and persistent absence is below average. There have not been any exclusions in recent years.

Outcomes for pupils

Outstanding

- In 2016, by the end of key stage 2, pupils had made progress that was significantly above average in reading, writing and mathematics. Consequently, the proportion who reached or exceeded the expected standards was above average.
- Results for key stage 1 in 2016 showed that the proportions that reached the expected standard in reading, writing and mathematics by the end of Year 2 were broadly

average. The proportion of pupils that gained a greater depth in these subjects was above average. From their starting points, pupils have made rapid progress to gain these standards.

- Assessment information this year shows that standards at the end of key stages 1 and 2 are likely to rise even higher. This is the outcome of the continually improving quality of teaching and learning, resulting in even faster progress made by pupils.
- All groups of pupils make rapid progress in reading, writing and mathematics. The additional help provided for disadvantaged pupils is ensuring that they progress as well as, or exceed the progress of, their peers. The expert help provided for pupils who have special educational needs and/or disabilities is ensuring that they make progress that is equally rapid as that of their peers. The most able pupils demonstrate a sophisticated mastery of literacy and numeracy skills by the end of Year 6.
- A promotion of the love of reading coupled with high-quality phonics teaching have ensured that, by the end of Year 2, nearly all pupils can read fluently. Even those who find reading more challenging have proficient phonics skills that enable them to decode words that they find difficult.
- The school priority to develop well-rounded pupils has ensured that by the end of Year 6, they produce work in ICT, science, art and design, PE, music and the humanities that is of a high standard.

Early years provision

Outstanding

- The concerted effort made by leaders to improve the early years provision since the last inspection has been very successful. Regardless of their individual starting points, children develop skills rapidly in all areas of learning. Assessment information shows that nearly all are likely to achieve a good level of development and about a third of the children will exceed this level of development. Consequently, they are very well prepared for Year 1.
- Usually, most children enter the early years with skill development that is typical for their age. This is the case across most areas this year, but unusually, most entered with language skills that were less well developed than is typical. Staff have focused on developing language and literacy skills with great success. Consequently, nearly all children that started with less well-developed language skills on entry are expected to reach the required level of development or exceed it at the end of the school year.
- Even the lower attaining children are able to articulate and explain clearly the activities in which they are taking part. Assessment information shows that the phonics sounds that have been taught have been remembered by nearly all of the children, who are well on the way to learning to read.
- Social skills and concentration are fostered very successfully. Behaviour is very good. Children play extremely cooperatively, explaining the importance of sharing when asked. They concentrate for long periods when playing.
- The children are very well looked after. Routines are established so that children behave very sensibly within this secure environment. For example, when playing with

the compost and water outside, children do not need reminding to dress in wellingtons and overalls. All children played productively with minimal supervision in this messy and fun environment.

School details

Unique reference number	120827
Local authority	Norfolk
Inspection number	10019190

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

Type of school	Primary
School category	Community
Age range of pupils	5 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	111
Appropriate authority	The governing body
Chair	Roy Heatley
Headteacher	Alex Pritchard
Telephone number	01603 811446
Website	www.littlemeltonprimaryschool.co.uk
Email address	office@littlemelton.norfolk.sch.uk
Date of previous inspection	11 October 2011

Information about this school

- The school meets requirements on the publication of specified information on its website.
- The school is smaller than the average-sized primary school.
- The proportion of pupils known to be eligible for free school meals is below the national average.
- The proportion of pupils from minority ethnic backgrounds is below average, as is the percentage of pupils who speak English as an additional language.
- The proportion of pupils who have special educational needs and/or disabilities is below the national average, as is the proportion supported by a statement of special educational needs or an education, health and care plan.
- The school meets the government's current floor standards, which set the minimum

expectations for the attainment and progress of pupils in English and mathematics.

Information about this inspection

- The inspector observed teaching and learning in all classes at least twice, and on most occasions accompanied by the headteacher.
- Pupils' workbooks were examined and they were listened to when reading.
- Two meetings were held with pupils to discuss their learning, and behaviour and safety.
- The inspector met with four governors.
- Meetings were held with some middle leaders and a representative from the local authority.
- A range of school policies and documents was examined.
- The inspector analysed the 50 responses to Parent View, Ofsted's online questionnaire, and the 30 comments made. Responses from eight staff were also considered.

Inspection team

Tim Bristow, lead inspector

Her Majesty's Inspector

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