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18 June 2018

Ms Julie Church
Executive Headteacher
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Dear Ms Julie Church

Short inspection of Neatishead Church of England Primary School

Following my visit to the school on 6 June 2018, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report the inspection findings. The visit was the first short inspection carried out since the school was judged to be good in March 2014.

This school continues to be good.

The leadership team has maintained the good quality of education in the school since the last inspection. Based on the evidence gathered during this short inspection, I am of the opinion that the school has demonstrated strong practice and marked improvement in specific areas. This may indicate that the school has improved significantly overall. Therefore, I am recommending that the school's next inspection will be a section 5 inspection.

Your inspiring leadership is galvanising your two leaders to be the best they can be. They are strong teachers who are consistently achieving high outcomes with the pupils in their care. Pupils' progress in reading and writing has been in the top 20% nationally for the past two years. In 2017, it was in the top 10%. Key stage 1 pupils consistently achieve full marks in their phonics screening check. Of particular note is the reading ethos that permeates the school. Pupils love reading. At the time of the inspection, mysterious parcels in the library created excitement, as pupils had been told they contained some interesting work for them to do at home. The parcels contained incomplete books which they had to complete, thus spurring their imaginations. Discovery underpins the rich curriculum. Pupils spoke highly of the time they had to dig for treasure outside, finding Roman sandals and coins which began the topic work on Romans. Trips also enhance learning, for example visiting Norwich Cathedral and linking into the work based on pilgrimage.

The teaching of writing, at length and accurately, is regularly reinforced through the topic work. Exploratory writing, incorporating techniques, is encouraged at a very

early age. For example, Year 2 pupils were writing alliterative phrases effectively. Also striking was the maturity of Year 2 pupils' understanding which they expressed in their work on Africa: 'African animals are endangered because poachers want to cut off their tusks to make ivory and make money.' There are high standards seen in other subjects too. The current cubist art project has enabled pupils to create some stunning paintings. Pupils are adeptly manipulating new technologies, for example understanding how to create robots and change their course of direction. Pupils benefit from weekly science where they are encouraged to explore and investigate. In the few science books seen, pupils hypothesised well.

You and your leaders understand the school exceptionally well and are continually striving to improve. Since the previous inspection, teachers have been well supported in developing their skills. They spoke highly of the training they have received, appreciating the ability to see other schools' best practice to inform their own. Your leaders review their actions thoughtfully and amend plans accordingly to ensure continued improvement in teaching and learning. They are thorough in their tracking and this helps inform planning which addresses the specific needs of the pupils. Your high aspiration and continuous drive for improvement are making a difference. Parents are of the view that you are a 'fantastic headteacher' who has 'really changed the school'. A member of support staff also commented that you 'get things done' and 'are very driven'. As a result, the capacity for the school to continue to improve is strong.

Your governors are highly committed and speak enthusiastically about the part they play in improving outcomes for pupils. They engage actively in their roles and visit the school regularly. Governors evaluate the impact of school improvement strategies thoroughly using a range of evidence, including, for example, commissioning external reports by school education specialists. You, your leaders and governors, recognise that there is still more work to do with pre-school settings so that children arrive in your school ready to learn.

Safeguarding is effective.

The leadership team has ensured that all safeguarding arrangements are fit for purpose. Leaders regularly review the quality of safeguarding arrangements, involving, as appropriate, the safeguarding governor. Reports and actions are monitored by the full governing body. Staff training is up to date and members of staff fully understand their responsibilities for ensuring that pupils remain safe.

Pupils eagerly showed their online safety video, which they have created for a national competition. Pupils spoke confidently about staying safe online, including when they participate in public online games. They also told me that they feel safe in school and trust adults to help them. Pupils told me that there is no bullying at school but that if it does happen, they trust adults to deal with it quickly. The pupils' views match the school records, where there are no bullying incidents recorded for this academic year. Vulnerable pupils are well cared for. Comprehensive chronological records ensure that these pupils are monitored effectively.

Inspection findings

- In 2017, no pupils attained greater depth in reading in key stage 1. This is in a context where pupils' strength is reading. The current Year 2 pupils are monitored exceptionally well and this informs planning which develops skills effectively. Current pupils' work shows high levels of challenge in reading, writing and mathematics. Currently, there are several pupils who are working at greater depth across reading, writing and mathematics.
- Not all most-able pupils attained the highest standards in mathematics at the end of key stage 2 in 2017. This group of pupils made average progress. Current most-able mathematicians are being challenged extremely well through a number of initiatives. For example, all most-able pupils in key stage 2 benefit from weekly one-to-one tuition or small-group sessions with a secondary school mathematics teacher. There is a strong focus on reasoning and solving mathematical problems in all mathematics lessons. The weekly testing of arithmetic is building pupils' resilience. Pupils say that they no longer fear mathematics tests. The regular use of mathematical drills is also increasing the speed at which pupils calculate. Current work in mathematics is showing that the most able mathematicians are reaching the highest standards. For example, in Year 4, most-able pupils are achieving high pass marks when completing previous key stage 2 mathematics tests. In Year 6, most-able pupils are working with Year 9 mathematics objectives.
- Leaders have focused heavily on improving pupils' progress in mathematics so that it is now above average. In recent years, progress in mathematics has lagged behind the exceptional progress made in reading and writing. This is no longer the case. Teachers incorporate a range of strategies to improve the learning of mathematics. Pupils have designated mathematics talk time which helps them to share ideas for problem-solving and understand different methodology. Daily mathematics challenges help to reinforce arithmetic and reasoning. Pupils check each other's calculations and give each other reasons as to why it may be the right or wrong use of methodology. The mathematics wall encourages pupils to undertake additional mathematical problems, for which they can earn reward points. This culminates in pupils really enjoying mathematics. High-quality work is showing good progress over time.
- Last year, the school submitted incorrect data pertaining to the early years foundation stage. This was corrected after publication. Last year the number of children who attained a good level of development was in line with national expectations. In previous years, the proportion achieving a good level for development was above national averages. This is also the case currently, where the school's own assessments show that almost all children will attain a good level of development. Learning journals and teachers' assessments illustrate children's good progress. The introduction of an interactive online programme where parents contribute to their child's learning journal has increased parental engagement.
- Children have good access to outdoor learning. Leaders have worked hard to ensure that the outdoor environment is a vibrant and engaging place. Learning flows from indoor activities to outdoor activities well. At the time of the

inspection, children were creating party invites, role playing and creating a party cake. Particularly striking was their independence when undertaking these activities and their confidence with visitors. This is in a context where a number of children enter the school with low social and emotional development.

- Transition with pre-school settings mainly focuses on the use of resources, such as sharing the use of facilities like the library and playground, so the children are familiar with their surroundings. There is not a focus on helping children develop a readiness to learn in a school setting.
- Attendance has significantly improved. Overall attendance is now in line with the national average. Persistent absenteeism has dropped by two thirds so that it is now lower than the national average. You have been very clear with parents and pupils about your expectations. Pupils must attend school so they can learn. This message has been heeded. Pupils want to come to school and want to be on time.

Next steps for the school

Leaders and those responsible for governance should ensure that:

- partnerships with pre-school settings are strengthened so that children's transition to Reception is seamless and subsequently supports children to be ready to learn.

I am copying this letter to the chair of the governing body, the director of education for the Diocese of Norwich, the regional schools commissioner and the director of children's services for Norfolk. This letter will be published on the Ofsted website.

Yours sincerely

Liz Smith
Ofsted Inspector

Information about the inspection

During this one-day inspection, I met with you and your two key stage leaders and three members of the governing body, including the vice-chair. I also spoke to parents and a representative of the local authority. I held discussions with a group of pupils in key stage 2. I listened to several pupils read during their lessons from a range of year groups (Year 1 to Year 6). I visited lessons in each phase of the school to look at the effect of your work to improve the quality of teaching. During lesson visits, I sampled pupils' books and talked to pupils about their learning and progress. I looked in detail at some pupils' work from across a broad range of subjects in order to evaluate the progress that pupils have made over time. I took account of the 14 responses to Ofsted's online survey, Parent View, nine responses to Ofsted's pupil survey and 10 responses to Ofsted's staff survey. I looked at a range of documentation, including the school's self-evaluation and improvement planning, its policies and other information available on the school's website. I

focused particularly on the progress of pupils currently in the school, the quality and breadth of the school's curriculum and the quality of leadership and management, including governance. I also looked closely at the effectiveness of safeguarding arrangements.