

Reffley Community School

Inspection report

Unique Reference Number	120925
Local Authority	NORFOLK
Inspection number	298578
Inspection dates	2–3 July 2007
Reporting inspector	David Speakman

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	3–11
Gender of pupils	Mixed
Number on roll	
School	513
Appropriate authority	The local authority
Headteacher	Miss Pamela Foskett
Date of previous school inspection	24 April 2006
School address	Reffley Lane King's Lynn Norfolk PE30 3SF
Telephone number	01553 671045
Fax number	01553 670462

Age group	3–11
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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

This is a very large primary school drawing pupils mainly from the surrounding housing estates on the edge of Kings Lynn. The proportion of pupils entitled to claim a free school meal is lower than in most schools. Most pupils are White British and a few come from a range of minority ethnic backgrounds. A small number of pupils are at the early stages of learning English. The proportion of pupils with learning difficulties and disabilities, including those with a statement, is about average. The children's attainment when they join the school in the Nursery is typical for children of this age.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 3

When the school was last inspected in April 2006 it was issued with a notice to improve. This was because it lacked the means to evaluate its own effectiveness, there was a lack of consistency in the quality of education provided and pupils were not achieving as well as they were capable of doing. Its overall effectiveness and pupils' achievement were judged to be inadequate. Under the guidance of the headteacher, who was acting headteacher at the time of the previous inspection, and ably supported by the deputy headteacher there has been a significant improvement in these key areas. The quality and standards in the Foundation Stage are satisfactory. Main weaknesses have been addressed so that pupils' achievement and the school's overall effectiveness are now satisfactory and it gives satisfactory value for money. In accordance with section 13 (5) of the Education Act 2005, HMCI is of the opinion that the school no longer requires significant improvement.

The leadership of the headteacher is good. She has been supported particularly well by the deputy headteacher and subject leaders for English and mathematics. Since the previous inspection a number of new initiatives have been put in place and there are indications that they have already had impact demonstrating satisfactory leadership and management overall. Pupils' personal development is good. They say they enjoy school much more now and that it is a calm place where they feel safe. They are very enthusiastic about the changes and recognise the improvements of which they are proud to be a part. Care, support and guidance are satisfactory. New systems to track the pupils' achievement provide staff with information on those who are not doing as well as they could. As a result these pupils receive extra support and, overall, pupils now achieve satisfactorily and reach average standards. The school recognises that there is still some way to go to use this information to challenge pupils at all levels even more in order that all do as well as they can. Teaching and learning are carefully monitored, particularly by the headteacher, deputy headteacher and subject leaders for English and mathematics. This has led to improved teaching where weaknesses were identified. Although satisfactory overall, there is still some variation in the quality of teaching and learning across the school. The curriculum is satisfactory overall with good enrichment activities to add interest and enjoyment to pupils' learning.

The headteacher, working closely with the governing body, has moved quickly to plan a new structure for leadership and management due to be implemented at the beginning of the next school year. Teachers with proven leadership and teaching skills have been appointed to key roles and comprehensive job descriptions have been prepared. The work of the senior leadership team has been effective in securing a good level of improvement, although the roles of some subject leaders are not sufficiently developed in terms of monitoring and evaluating performance in their subjects. School self-evaluation is good, with clear identification of what needs to be improved and improvement in these areas is evident. There is a renewed vigour in the work of the governing body, which supports the school, holds it to account for its performance and is involved in school improvement. Consequently the school demonstrates a good capacity to improve further.

What the school should do to improve further

- Improve the quality of teaching so that it is at least good across the school and pupils achieve well.

- Ensure that teachers make the best use of assessment information to more effectively challenge pupils at all levels and involve them more in their own learning.
- Improve the role of subject leaders in monitoring and evaluating the effectiveness of provision in their subjects.

A small proportion of schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Achievement and standards

Grade: 3

Pupils achieve satisfactorily at all stages of the school and by the end of Year 6, attainment is average in English, mathematics and science. In the Foundation Stage children achieve satisfactorily and most achieve the nationally expected goals for children of their age by the time they enter Year 1. Attainment at the end of Year 2 is broadly average in reading, writing and in mathematics. Achievement through Key Stage 2 has improved this year and is now satisfactory, following a period when it was inadequate. Assessment data shows that pupils in Year 6 have made the nationally expected progress between the end of Year 2 and Year 6. Pupils with learning difficulties or disabilities and those who are learning to speak English achieve as well as other children in their class.

Personal development and well-being

Grade: 2

Pupils' personal development is good. Spiritual, moral, social and cultural development is good overall although there are weaknesses in pupils' spiritual development. Pupils have good relationships with their teachers and teaching assistants and this helps them to feel safe and to develop confidence and self-esteem. Behaviour is good in many lessons and most pupils concentrate well on their work. However, in some lessons the behaviour of a small number of pupils deteriorates when lessons do not fully engage them and, as a result, they lose concentration. Attendance is good, indicating the level of enjoyment pupils find in coming to school. Pupils are gaining a good understanding of healthy lifestyles, as shown in the choices they make for healthy eating and physical activity. Pupils make a good contribution to the life of the school through special responsibilities such as those of school council representatives, playground friends and classroom monitors. They make satisfactory progress in developing the basic skills to support the next stages of their education.

Quality of provision

Teaching and learning

Grade: 3

Teaching and learning are satisfactory. Relationships are good and adults work hard at building up pupils' confidence and self-esteem. Teaching assistants play an important role in enhancing the quality of pupils' learning. There are times when teaching is outstanding because it is exciting and challenging and puts the onus on pupils investigating, exploring and finding things out for themselves. In these instances pupils really enjoy learning and make rapid progress. Although rigorous monitoring of teaching has led to improvements, the school recognises that this is still work in progress because too much satisfactory teaching remains. In these lessons teaching lacks pace, vibrancy or challenge to capture and maintain the interest of pupils and,

in some instances, the management of pupils' behaviour is not strong enough. There are good systems to assess and check on pupils' progress but the information is not yet used consistently in lesson planning to ensure work is well matched to pupils' abilities. Marking of pupils' work is regular and is at its best when it sets clear pointers for improvement. This good practice is not yet uniform across the school.

Curriculum and other activities

Grade: 3

The curriculum is satisfactory with some good features. Provision to develop pupils' literacy, numeracy and computer skills is satisfactory. The school is already moving towards a more integrated curriculum where key skills are developed across different subjects and evidence to date indicates early signs of success. Provision in the Foundation Stage is satisfactory; there are some good features and a clear vision for further development. Curriculum support for pupils with learning difficulties and disabilities is appropriate for their individual needs although the challenge on offer for higher attaining pupils is too variable. A particular strength is the enrichment opportunities; after school clubs, theatre trips, visits to places of historical and environmental interest, authors, story tellers and musicians, to name but a few. Pupils thoroughly enjoy and greatly appreciate all of these. Pupils are given good opportunities to learn about keeping healthy and good use is made of the local community as a learning resource.

Care, guidance and support

Grade: 3

The school provides good pastoral care for all groups of pupils. Staff know pupils well and are alert to their individual needs. Vulnerable pupils and those with behavioural difficulties are well supported by the pastoral assistant. Pupils with learning difficulties and those with behavioural needs receive appropriately focused support in classrooms. The staff make the school a secure and inviting place in which to learn. Pupils express a firm trust in the adults to help them when needed. Good induction arrangements help pupils to settle quickly into new routines. The school works closely with outside agencies to provide those who need extra help with the necessary support. Procedures to ensure pupils' protection, safety and well-being meet statutory requirements and are understood by all staff. Individual and group learning targets are set in all classes but some pupils do not always have a clear knowledge and understanding of these and how they can help them to improve their work.

Leadership and management

Grade: 3

The effectiveness of leadership and management is satisfactory overall. However, that of the headteacher and deputy head is good and they have worked tirelessly this year to ensure a good level of improvement since the previous inspection. They have evaluated key areas of the school's performance, accurately identifying what is done well and what needs to be improved. School's self-evaluation has improved and is now good. As a result of actions taken, there has been improvement in key areas of the school's work. A good start has been made but there is still some way to go to develop the monitoring and evaluation roles of subject leaders and to embed new initiatives into routine practice. Governors support the school, are involved in its work and have a renewed determination to achieve further improvement.

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Annex A

Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	3
How well does the school work in partnership with others to promote learners' well-being?	3
The quality and standards in the Foundation Stage	3
The effectiveness of the school's self-evaluation	2
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

How well do learners achieve?	3
The standards ¹ reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	3
How well learners with learning difficulties and disabilities make progress	3

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The behaviour of learners	2
The attendance of learners	2
How well learners enjoy their education	2
The extent to which learners adopt safe practices	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	3

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3
How well do the curriculum and other activities meet the range of needs and interests of learners?	3
How well are learners cared for, guided and supported?	3

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

Annex A

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively performance is monitored, evaluated and improved to meet challenging targets	3
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	3
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

4 July 2007

Dear Pupils

Inspection of Reffley Community School, Kings Lynn, PE30 3SF

Thank you very much for making us welcome when we came to visit you recently. We were all very pleased by what we saw and we are happy to be able to report that your school is improving quickly. We were impressed that you also recognise how the school is improving and that you are proud to be a part of it. We think your behaviour is good and that you have positive attitudes to school and learning, showing how much you enjoy school. We found that you enjoy learning best when you are investigating and finding out things for yourselves. We were also impressed with how much you all support and care for each other. The way you go about your school life has helped the staff in their drive for improvement.

Although the school is improving quickly and Miss Foskett has done a good job this year to make this happen, there is still some way to go to get to where she and other adults working with her want it to be. We have therefore asked the governors and staff to help her make sure that:

- the teaching in all lessons is at least good so that you all make good progress in your learning
- teachers use the information they have about your learning to make sure that you are all provided with work that moves you on quickly
- all of the teachers who lead subjects have a thorough knowledge of what is done in their subjects and how effective it is in helping you learn.

We are confident that your school will improve even more and you can help by making sure that you continue to cooperate with the staff as well as you do now.

Yours sincerely

David Speakman

(Lead inspector)