

# Reffley Community School

## Inspection report

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<b>Unique Reference Number</b>	120925
<b>Local Authority</b>	Norfolk
<b>Inspection number</b>	339813
<b>Inspection dates</b>	29–30 September 2009
<b>Reporting inspector</b>	Mary Summers

This inspection of the school was carried out under section 5 of the Education Act 2005.

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	427
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Michael Swales
<b>Headteacher</b>	Pamela Foskett
<b>Date of previous school inspection</b>	2 July 2007
<b>School address</b>	Reffley Lane Kings Lynn Norfolk
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## Introduction

This inspection was carried out by five additional inspectors. The inspectors visited 17 lessons and held meetings with governors, staff and pupils. They observed the school's work, looked at 84 parental questionnaires and a range of school policies and plans.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the quality of provision, leadership and management in the Early Years Foundation Stage
- achievement in Key Stage 2
- the rigour of the school's monitoring and evaluation procedures
- how well teachers use assessment information to set challenging targets and match work to pupils' needs
- the rigour of safeguarding procedures.

## Information about the school

This large school serves pupils from a wide area. Most are from White British backgrounds although other ethnicities are present in small numbers. There are no pupils in the early stages of learning English. There are more pupils with statements of special educational needs than found in most schools of this size although the overall proportion with special educational needs and/or disabilities is broadly average. Their needs vary but many have behavioural, emotional and social difficulties. The school roll is falling steadily as the birth rate in the area decreases.

Children are admitted to the Early Years Foundation Stage Nursery class when they are three years old. They attend part-time. About half the children join the Reception class at the beginning of the term in which they reach their fifth birthday. They are joined by children from other pre-school playgroups and nurseries.

The school has won a number of awards in recent years, including Healthy Schools and the ActiveMark.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**3**

**The school's capacity for sustained improvement**

**3**

### Main findings

Reffley Community School provides a satisfactory education for its pupils. Pupils enjoy school and say they learn a lot in lessons. They talk enthusiastically about moving into new classes, 'doing harder work' and joining the after-school clubs.

Children start in the Early Years Foundation Stage at levels that are below those expected for their age. The rate of progress varies as pupils move through the school with good progress in Year 2 leading to pupils reaching nationally expected levels in the end of Key Stage 1 assessments. In Key Stage 2 progress is satisfactory and pupils reach average standards by the time they leave at the end of Year 6. Pupils make the best progress in Year 2 because the teaching is good and activities are matched well to their individual needs. This is not always the case in other classes where, too often, pupils all do the same work. More able pupils are not always extended sufficiently and work for those who learn more slowly does not always help them take the next steps in their learning.

The school's efforts to gain the Healthy Schools and ActiveMark awards have meant that pupils develop a good knowledge about how to keep healthy. They participate eagerly in physical education lessons and in sports clubs after school. Attendance is above average and reflects pupils' enjoyment of school. Recent improvements to the curriculum mean that learning is now more relevant and interesting.

Teaching and learning managers have developed their roles since the last inspection and are now taking an active part in supporting school improvement. Members of the governing body have a useful range of skills with which to support the school but their systems to monitor performance are too informal and do not provide them with enough secure information. They are therefore not able to take a strategic view of school improvement and hold the school to account for its performance.

Good assessment procedures, introduced two years ago, now enable school leaders to check the progress of individuals, groups and classes to identify where improvements need to be made. Teaching is monitored regularly but not rigorously enough to ensure that guidance about lesson planning and delivery are being implemented and are having the desired impact on pupils' learning. Nonetheless, initiatives taken recently as a result of school self-evaluation are starting to bear fruit, for example in pupils' increased motivation and interest in learning. Consequently, the school shows a satisfactory capacity to improve.

**What does the school need to do to improve further?**

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- Ensure consistently good teaching to ensure steady good progress as pupils move through the school.
  - Increase the rigour of monitoring procedures to ensure that guidance about lesson planning and delivery is being implemented in classrooms and that policies are impacting successfully on outcomes for pupils.
  - Improve the effectiveness of the governing body and increase governors' knowledge of the school by:
    - establishing systems for governors to monitor and evaluate the work of the school
    - increasing governors' role in determining the strategic direction of the school
    - improving the challenge and support given to senior leaders.
- About 40% of schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

**Outcomes for individuals and groups of pupils****3**

Pupils' achievement is satisfactory and the vast majority enjoy their education. Children make satisfactory progress through Nursery and Reception although many of them have skills that are still below levels expected by the time they transfer to Year 1. By the end of Year 2, pupils reach average levels in reading, writing and mathematics in the national tests and assessments, reflecting especially good progress in Year 2.

Achievement in Years 3 to 6 varies considerably according to the quality of teaching that pupils receive. By the end Year 6 however, they reach average standards in the national tests. Year 6 pupils' work in lessons showed satisfactory levels of punctuation, grammar and spelling when they wrote weather reports and a developing knowledge of the life processes of animals and plants.

Pupils with special educational needs, including those with statements, make satisfactory progress although they are sometimes hindered by work which does not meet their specific needs. In these cases, teaching assistants help them complete the work but pupils are not necessarily increasing their own knowledge, skills or understanding. Pupils with behavioural and emotional difficulties are supported in class appropriately by teaching assistants and also receive good pastoral care and advice from the school's learning mentor. This usually helps them remain calm and take a full part in lessons. More able pupils are not always challenged sufficiently by the work and are capable of more rapid progress.

Behaviour is satisfactory overall, although it is good in lessons, in assembly and in the dining hall. Pupils usually play happily together, help each other out and show respect for one another's ideas, cultures and backgrounds. Occasionally, disagreements at lunchtime, often about football, result in unacceptable behaviour amongst a small group of older pupils. The school is trying to address this but relevant policies, practices and guidance are not yet clear enough to ensure a consistent approach to managing

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challenging behaviour.

Pupils make a satisfactory contribution to the community through their environmental work; their work on the school and class councils is particularly effective. For example, pupils are very proud of the improvements made to the playground as a result of their efforts. Pupils have a developing understanding of other cultures and communities through wide-ranging curriculum work and activities such as fundraising for communities abroad.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account: Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
<b>The extent to which pupils feel safe</b>	<b>3</b>
<b>Pupils' behaviour</b>	<b>3</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>3</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>3</b>
Taking into account: Pupils' attendance <sup>1</sup>	2
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>3</b>

### How effective is the provision?

Teachers enjoy good relationships with pupils which enables them to manage behaviour well. This generally ensures that lessons proceed in a calm and orderly manner. Teachers mark pupils work regularly and often provide useful comments to help them improve. They assess pupils' progress systematically and give them clear targets for improvement. Pupils know for example, what aspects of punctuation they need to include in their writing to attain a higher level.

Often, teachers share learning objectives at the start of lessons and involve pupils in

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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assessing how well they have achieved these at the end. Teachers occasionally spend too long talking to pupils, rather than involving them actively in learning. In these cases, pupils become restless and lose concentration which hinders their progress. Although school leaders have been encouraging teachers to plan lessons that meet the needs of different groups of pupils, this is not happening consistently across the school.

Recent improvements to the curriculum are showing early signs of success in motivating pupils and making learning more interesting. Year 6 pupils, for instance, are excited to be involved in independent research about different countries in Africa. They have only just begun, but are already beginning to make plans and set themselves challenges. An interesting range of visits and visitors help to make learning exciting. Year 2 pupils for example, visited a local woodland, to learn about conservation and wildlife.

Pupils are safe and well cared for in school. Good systems to monitor and encourage attendance mean that most children attend regularly and punctually. The breakfast club is popular and provides a warm welcome for pupils at the start of the school day. The school has a range of satisfactory systems in place to support and guide pupils who find learning difficult. If pupils fall behind with their work or find particular parts more difficult, special groups are set up to help pupils to fill gaps and take the next steps in their learning. Individual plans for pupils with learning and behavioural difficulties are satisfactory and help them understand what they should do to improve. However, targets are not always clear enough to be able to measure progress towards them accurately.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>3</b>
Taking into account: The use of assessment to support learning	3
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>3</b>
<b>The effectiveness of care, guidance and support</b>	<b>3</b>

**How effective are leadership and management?**

Senior leaders set a satisfactory agenda for school improvement and involve staff in planning the way ahead. They have an accurate view of pupils' progress and achievement gained through careful analysis of assessment information. They monitor the achievement of different groups of pupils and also their involvement in various aspects of school life to ensure all have an equal opportunity to succeed. Leaders have begun to use this information effectively to identify particular weaknesses in provision, for example where teaching needs to improve and where the curriculum should be adapted. Improvement plans are satisfactory in identifying the way forward but lack clear measures by which the success of initiatives can be monitored, reviewed and adapted if necessary. Senior leaders monitor teaching regularly, but monitoring is not

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sufficiently well linked to the effectiveness and impact of school-wide initiatives for improvement, such as planning work to meet the needs of different groups of pupils. This has led to inconsistency of practice across classes. Teaching and learning managers are developing their roles satisfactorily. They are beginning to take responsibility for pupils' progress and achievements.

The school is promoting community cohesion satisfactorily by establishing links with the local community, for example with local churches, pre-school providers, businesses and sports clubs. These benefit pupils' learning at school and help them understand their own community. There are no links with other communities in the United Kingdom or overseas, however, to help pupils broaden their understanding of communities outside their immediate experience.

Senior leaders have ensured that safeguarding procedures are satisfactory. All staff are appropriately trained and the headteacher and a governor have completed additional training to ensure the safe recruitment of staff. It has been difficult to recruit governors in the past and only recently have all the vacancies been filled. Although governors monitor finance and the school environment appropriately, systems to monitor the school's performance are inadequate. The governing body does not have a clear enough picture of the work of the school to be able to support and challenge it effectively.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>3</b>
Taking into account: The leadership and management of teaching and learning	3
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>4</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>3</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>3</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>3</b>
<b>The effectiveness of safeguarding procedures</b>	<b>3</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>3</b>

**Early Years Foundation Stage**

Children make satisfactory progress through the Nursery and Reception classes. They are still a little below the levels expected for children of their age in most areas of their



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development when they move to Year 1. Children achieve well in personal, social and emotional development because of the good opportunities provided for them to play and work together. They reach the levels expected for children of their age by the time they enter Year 1. Children's behaviour is good and they readily take turns and share equipment and toys.

The Nursery and Reception areas are safe and well maintained. Adults plan a broad range of experiences inside and outside which enable children to make satisfactory progress in all aspects of their learning. They enjoy the role-play areas, pretending to make 'carrot soup' and using 'power tools' at the workbench. They quickly become confident to choose from all the independent activities on offer and enjoy working with adults on specific tasks such as printing and 'writing'. Occasionally, activities do not have a clear enough learning focus which means that children are busy but not necessarily learning or developing as much as they could be. Leadership and management of this part of the school are satisfactory. The leader has clear plans in place to improve provision, especially by involving parents more in their children's education and by ensuring more consistency of approach between teaching staff.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>3</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

## Views of parents and carers

Most parents say that their children enjoy school although a significant proportion have concerns about a wide range of issues, especially about how the school manages unacceptable behaviour and takes account of their suggestions and concerns. Inspectors found that behaviour management is satisfactory although more clarity is needed in some policies and systems to ensure a consistent approach to behaviour management in the playground. Evidence shows that there is a wide range of systems in place to seek and address parents' views and concerns. School records show very few complaints have been received and all of these have been addressed quickly and effectively.

### Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Reffley Community School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school. The inspection team received 84 completed questionnaires by the end of the on-site inspection. In total, there are 427 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	39	46	40	48	5	6	0	0
The school keeps my child safe	31	37	42	50	10	12	1	1
The school informs me about my child's progress	26	31	46	55	10	12	2	2
My child is making enough progress at this school	29	35	40	48	12	14	3	4
The teaching is good at this school	28	33	44	52	11	13	0	0
The school helps me to support my child's learning	28	33	42	50	10	12	3	4
The school helps my child to have a healthy lifestyle	29	35	48	57	6	7	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	23	27	46	55	9	11	1	1
The school meets my child's particular needs	25	30	46	55	9	11	3	4
The school deals effectively with unacceptable behaviour	20	24	39	46	18	21	7	8
The school takes account of my suggestions and concerns	18	21	47	56	17	20	1	1
The school is led and managed effectively	25	30	44	52	11	13	4	5
Overall, I am happy with my child's experience at this school	31	37	37	44	13	15	2	2

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

# Glossary

## What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

## Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> <li>■ The school's capacity for sustained improvement.</li> <li>■ Outcomes for individuals and groups of pupils.</li> <li>■ The quality of teaching.</li> <li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li> <li>■ The effectiveness of care, guidance and support.</li> </ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



1 October 2009

Dear Pupils

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

Thank you so much for welcoming us to your school recently. Thank you especially to those pupils who met with inspectors to give them their ideas and opinions about the school. Your views, along with everything else that we saw in lessons and around the school helped us form a clear view about how well your school works.

Your school is giving you a satisfactory education. These things are good.

Adults care for you well and keep you safe in school.

The school helps you develop a good understanding of how to keep fit and healthy.

Most of you attend regularly and punctually.

Your behaviour in lessons is good.

Teachers mark your work regularly and give you good advice about how to improve.

You are beginning to take more responsibility for your own learning by working towards the targets that teachers set.

There are a few things about the school that could be better. We have asked the teachers to make sure you all get the right level of work to help you make better progress. The people in charge have plans to make things even better for you at school and we have asked them to check more carefully to see that what they are doing is making a difference. We have also asked the school governors to play their part in this by introducing systems to help them find out more information about the school and about how well it is performing.

You can help the school continue to improve by working hard, behaving well in and out of lessons, especially at lunchtimes and telling your teachers and other adults your views and ideas about school.

Yours faithfully

Mary Summers

Lead Inspector

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