

# Great Massingham CofE Primary School

## Inspection report

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<b>Unique Reference Number</b>	121087
<b>Local Authority</b>	Norfolk
<b>Inspection number</b>	339862
<b>Inspection dates</b>	6–7 July 2010
<b>Reporting inspector</b>	Lynne Blakelock

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>	Voluntary controlled
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	42
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Carolyn Gibson-Hill (Vice Chair)
<b>Headteacher</b>	Martin Etheridge
<b>Date of previous school inspection</b>	11 December 2006
<b>School address</b>	Weasenham Road Great Massingham King's Lynn
<b>Telephone number</b>	01485 520362
<b>Fax number</b>	01485 520362
<b>Email address</b>	head@greatmassingham.norfolk.sch.uk

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## Introduction

This inspection was carried out by an additional inspector who observed three teachers over eight lessons. Meetings were held with groups of pupils, staff and the governing body. The inspector observed the school's work, and looked in detail at documentation, including information about pupils' progress and attainment, the curriculum, the school improvement plan and minutes of governing body meetings. Questionnaires from 27 parents and 23 pupils were analysed.

The inspector reviewed many aspects of the school's work. She looked in detail at the following:

- how effectively assessment has developed since the last inspection in the quality of tracking of pupils' progress, and in the impact of targets and marking on their rate of progress
- how the school has adapted teaching and the curriculum to ensure that the needs, interests and aspirations of all pupils are met through the school
- the extent to which the school's provision promotes pupils' personal development, including their capacity to take their place in the outside world.

## Information about the school

This is a very small school compared to others of its type. It serves the village and adjoining areas. There are far more boys than girls on the roll in Key Stage 2. A well above average percentage of pupils have special educational needs and/or disabilities. Almost all pupils are White British and all speak English as their first language. A much higher percentage of pupils than found nationally join or leave the school at other than the expected times.

The school is part of the Litcham cluster, which is made up of eight primary schools and a high school. A playgroup, 'The Ducklings', is located on the school site and run by an outside provider. It caters, five mornings a week, for children over the age of three.

**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

The school provides a satisfactory quality of education. Most aspects of its work are sound, including pupils' progress through the school and the standards that they achieve. In a calm and supportive environment, pupils feel safe and are cared for, guided and nurtured well, through the school. Their attendance is above average and their behaviour is good.

The school is led with great dedication by the headteacher who knows the school well. Since the last inspection, the school has moved forward in the areas it was given to improve. More rigorous tracking of pupils' progress has provided staff with accurate and regular information about pupils' levels. The library has been extended, improving the schools' environment and the range of reading materials. Middle leaders are more focused on monitoring their subjects although lesson observations are not regularly robust enough. The governing body remains committed and supportive of the school, realising the importance of consistently thorough reviewing of its practices and procedures. The school demonstrates a satisfactory capacity for improvement, strengthened by improving standards in English at the end of Year 6 and the satisfactory quality of teaching.

Pupils' enjoyment in lessons has much to do with the school's increasing emphasis on learning through themes which match well the interests of both boys and girls, and the ways in which they prefer to learn. They are more skills-based and pupils can see the point of learning, whilst practising their literacy and numeracy skills. Although information and communication technology (ICT) learning has continued this year, severe hardware problems have narrowed pupils' access. Planning of lessons shows a variety of activities to sustain pupils' interest although these too often do not use the information about the levels at which pupils work to set tasks that provide an accurate level of challenge. Pupils who have special educational needs and/or disabilities are provided for soundly but their individual education plans are not enough of a focus to enable their progress to accelerate. Gifted and talented pupils have been identified although there is no regular planning in place to provide for their needs. While lessons incorporate regular opportunities for pupils to work together, the school does not take all opportunities to promote pupils' personal development, through, for example, developing their teamwork and leadership skills. The school council is enthusiastic. It does not have enough chances to make the difference that members would like it to, through daily routines and specific responsibilities.

Pupils have only recently been given individual targets and they are not yet a major focus in lessons. Similarly, while some marking promotes improvement well, overall it is variable and does not regularly state both pupils' achievements and what they need to

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do next. Opportunities for pupils to evaluate their own work and that of other pupils are at an early stage.

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

- Raise standards further and accelerate progress by:
  - planning work more carefully so it matches the intended outcomes for pupils of all abilities and provides good challenge
  - making pupils' targets a main focus in lessons
  - ensuring that the targets set out in the individual education plans for pupils with special educational needs and/or disabilities are a major focus in the tasks that they are given
  - making sure that marking tells pupils regularly what they have achieved and their next steps in learning.
- Ensure that a structured programme for teaching ICT skills, and regular assessments, enables pupils to broaden and extend their computer competences from September 2010 onwards.
- Improve the quality of leadership and management by ensuring that:
  - the monitoring and recording of the quality of teaching and learning by the headteacher and subject leaders is regular and robust, so that the school has a very accurate profile of its practice.
  - the governing body reviews practices and procedures robustly and takes a greater role in monitoring and evaluating the school's performance, ensuring effective quality assurance of its work.
  - the school provides more regular and varied opportunities for pupils, including through the school council, to develop further their personal and inter-personal skills and their capacity to be team-players and leaders.
- About 40% of the 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' attainment by the end of Year 6 is a little below the national average in English and mathematics, reflecting pupils' satisfactory progress through the school and through year groups, including those who joined the school late. Writing standards have risen, aided by the continued focus on pupils' reading skills and on letters and sounds. Pupils with special educational needs and/or disabilities also make sound progress which is accelerating through individual tuition. Pupils show enthusiasm for school. They particularly enjoy lessons which have some relevance to their personal experiences and needs. For example, during the inspection, they concentrated well on a task to work out train timetables for a visit. Similarly, learning about perimeters became fun as the

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inter-active whiteboard was used in teaching pupils how to work out the answers, with a brisk pace adding to their motivation. Pupils enjoy learning for themselves and try hard to work through the activities although sometimes these are too easy or too hard. They are proud of their achievements and enjoy sharing their learning with their peers. This was evident in a literacy lesson when pupils were keen to show their sharp opening sentences of a story and to demonstrate their understanding of similes.

Pupils feel secure in school and daily routines and lessons reinforce how to stay safe. Similarly, they understand the importance of having healthy lifestyles although they show less understanding of why it is important to eat healthily. Village links, particularly with the church, are satisfactory in promoting pupils' understanding of the community. Pupils' spiritual, moral, social and cultural development is sound, because pupils show respect for each other and their differences. They have opportunities to find out through the curriculum about the cultural diversity in the world. Overall, they are soundly prepared for the next stage of their education.

*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>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>3</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?**

<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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Positive relationships between teachers and pupils and effective classroom management ensure that learning gets off to a good start. Behaviour only falls below good when pupils become restless because of teachers talking for too long. Planning of lessons is sometimes effective but regularly focuses too much on activities, rather than on the skills to be learnt and how to achieve them. The outcomes of learning are sometimes the same for all pupils, even though there is a wide range of ability in classes.

Questioning of pupils is at times very effective in quickening progress, as seen in a numeracy lesson. Often, though, it is not specific enough to extend pupils' learning because planning has not been careful enough. While pupils enjoy listening to what others have learnt, there are not yet regular chances for them to critically evaluate each others' work.

Pupils say that learning has become more interesting because increasingly they learn through themes which link different subjects. This also allows them to develop a wider variety of skills. Recent topics such as 'World War Two through the eyes of evacuees', and 'Recycling', have captured the boys' imaginations equally as well as the girls. Teaching mixed-age classes is soundly organised to ensure progression in children's learning. The needs of those pupils with special educational needs and/or disabilities are met satisfactorily because arrangements for them are appropriate. Pupils with specific gifts and talents have been identified, although provision in lessons is a developing aspect. The range of cluster school activities enhances the learning of the pupils through specialist teaching, such as in weekly French lessons and through the provision of a wider range of activities such as science and mathematics days. The school has a new computer suite and although pupils use ICT in their learning, severe network problems, which have only very recently been resolved, have restricted opportunities for broadening their skills. The pupils speak positively of the after-school clubs, which cater for the interests of both boys and girls, and include films, chess and gardening as well as sport.

In this small school, which has a family feel to it, the pupils feel safe. Staff know the individual needs and circumstances of all pupils and provide well-considered and effective support for those with specific issues, whether they be behavioural, social and emotional or attendance related. In particular, helpful links with outside agencies have resulted in significant improvements in the attendance of individual pupils. Pupils who find some aspects of learning difficult are also supported sensitively so that they develop confidence and self-esteem. The school's own preparations and the partnerships with other schools in the cluster help to promote pupils' readiness for their move to the next class and to secondary school.

*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>

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<b>The effectiveness of care, guidance and support</b>	<b>2</b>
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## How effective are leadership and management?

The staff's ambition and commitment to improvement are embedded. A more solid foundation for improvement has been laid, through improved tracking and monitoring of pupils' progress, which has extended into reading and spelling scores. This has enabled a more accurate evaluation of the work of the school, ensuring sound equality of opportunity for pupils and the tackling of any discrimination. This is demonstrated in the flexibility of grouping of pupils, so that more able pupils are taught in groups that match most closely their ability. The school's knowledge that two thirds of pupils in Key Stage 2 are boys has influenced the choice of topics and the balance between practical and written tasks. Partnership work, including with other schools and agencies, support the school's work soundly, notably in adding to the range of activities and skills for the pupils. Relationships with parents are positive, with communication between home and school improving recently through the school's efforts. However, opportunities for parents to understand what their children are learning and how to support them are at earlier stages. The governing body, which works hard for the school, oversees safeguarding arrangements soundly so that they meet requirements. While it has good knowledge and understanding of the daily life of the school, its monitoring role is developing. Community cohesion is another developing aspect. The school is starting to make and evaluate links that are local, national and international across the socio-economic, religious and ethnic strands.

*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>3</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>



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## Early Years Foundation Stage

The numbers of children in the Early Years Foundation Stage each year are very small. They start school with levels of knowledge and skills that are broadly in line with national expectations although there is variation from year to year. Positive relationships with parents enable the school to obtain the information it needs to help the children to settle quite quickly into the environment. Their grouping with Key Stage 1 pupils helps to promote their sound personal development and their confidence in trying out new situations. Some children become restless because teaching goes on too long for them to retain their interest. Sometimes, also, the main focus of learning is not clear to the children. It is a safe environment which good modelling by the older pupils and daily routines and expectations reinforce. The children play well alone and together, learning through the sound range of activities, indoors and outdoors. Leadership and management of the Early Years Foundation Stage are satisfactory. This includes recording of children's learning journeys' which provides pictorial as well as written evidence. By the end of the Early Years Foundation Stage, the children achieve standards that are broadly in line with the national average, demonstrating their satisfactory progress in all aspects of learning.

*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

Of the relatively high proportion of parents who responded to the questionnaire there was unanimous agreement that children are safe, well prepared for the future and enjoy healthy lifestyles. A very large majority stated their agreement of all other aspects of the school's work. One parent praised, 'This small friendly school, with a strong family ethos which welcomes parents.' There were individual concerns about the quality of teaching, pupils' targets and communication between home and school about learning. These have been shared with the headteacher while maintaining parents' and pupils' anonymity. The inspection evidence found some evidence to support parents' feelings about the quality of teaching, which have been included in the report.

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

Ofsted invited all the registered parents and carers of pupils registered at Great Massingham CofE Primary 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 27 completed questionnaires by the end of the on-site inspection. In total, there are 42 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	15	56	10	37	2	7	0	0
The school keeps my child safe	17	63	10	37	0	0	0	0
The school informs me about my child's progress	16	59	9	33	2	7	0	0
My child is making enough progress at this school	11	41	13	48	2	7	1	4
The teaching is good at this school	16	59	8	30	2	7	0	0
The school helps me to support my child's learning	9	33	14	52	4	15	0	0
The school helps my child to have a healthy lifestyle	13	48	14	52	0	0	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)	14	52	13	48	0	0	0	0
The school meets my child's particular needs	13	48	11	41	3	11	0	0
The school deals effectively with unacceptable behaviour	12	44	14	52	1	4	0	0
The school takes account of my suggestions and concerns	15	56	9	33	3	11	0	0
The school is led and managed effectively	18	67	6	22	0	0	0	0
Overall, I am happy with my child's experience at this school	20	74	4	15	2	7	0	0

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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

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 is for the period 1 September to 31 December 2009 and is the most recently published data available (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

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.**



8 July 2010

Dear Pupils

Inspection of Great Massingham CofE Primary School, King's Lynn, PE32 2EY

I enjoyed meeting you, talking with you and watching you learn and play when I visited you recently. Thank you for making me so welcome and for sharing your thoughts about your school with me. You are secure and happy, and behave and attend well. You know that the staff care about you.

Your school is satisfactory. You make sound progress because teaching is satisfactory. You enjoy learning through themes, which are well-chosen to interest you and to give you practice in literacy and numeracy as well as in other subjects. You also enjoy the after-school clubs, which help you to learn new skills.

The school knows that it can be better. I have asked your headteacher to put in place some improvements to help you to make quicker progress. The first one is to make sure that your work is planned very carefully so that it is at the right level to offer you good challenge and enable you to learn what it sets out to teach you. Marking must tell you regularly both what you have done well and the next steps to take and your targets should play a bigger part in your learning. The individual plans for those of you who often learning difficult should be used in lessons to make sure you are focusing on the things that will help you most. It has been difficult for you to learn as many skills in ICT this year as the teachers had planned because of equipment failure. Next year I have asked the school to make sure it focuses on extending your computer skills and assessing how well you have done .

Your headteacher is going to check carefully, along with the governing body, the work of the school, to make sure that everything is in place as it should be. Finally, I was pleased that you have a school council. I want it to have a bigger voice in what goes on in the school and for you all to have a bigger range of other responsibilities, so that you are well-prepared for the next stage of your education.

Yours sincerely

Lynne Blakelock

Lead inspector

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