

# Sedgeford Primary School

Ringstead Road, Sedgeford, Hunstanton, PE36 5NQ

**Inspection dates** 7–8 July 2015

<b>Overall effectiveness</b>	Previous inspection:	Requires improvement	3
	This inspection:	<b>Good</b>	<b>2</b>
Leadership and management		Good	2
Behaviour and safety of pupils		Good	2
Quality of teaching		Good	2
Achievement of pupils		Good	2
Early years provision		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- The headteacher has provided strong leadership since she took up her post. She has managed teachers' performance very well and improved the quality of teaching and pupils' achievement significantly since the last inspection.
- The school has made good use of the high quality support and guidance provided by the local authority and the other schools in the federation.
- From a wide range of different starting points the pupils make above average progress especially in reading and writing.
- The school is very small but has a high proportion of disadvantaged pupils and pupils with disabilities or who have special educational needs. These pupils make progress that is often better than that expected, and any gaps between their attainment and that of the others are narrowing.
- Pupils behave well and this has a positive impact on their learning. The school ensures they are kept safe and parents' comments support this view.
- The quality of teaching is good. Teachers provide a good level of challenge for pupils and encourage them to 'aim high'. They work closely with teaching assistants to form effective teams that help pupils achieve well.
- Teachers and other adults have very positive relationships with their pupils. This encourages all to take a full part in activities.
- Together with the headteacher, governors have led the school well and managed the move to federated status very efficiently. Governors have a clear understanding of the school's strengths and areas for improvement.
- The provision for children in the early years is good. They receive a very positive start to their school lives and develop into enthusiastic learners.
- The staff have created an effective curriculum which ensures pupils quickly gain new skills and knowledge. The promotion of pupils' spiritual, moral, social and cultural development is good and they have a good understanding of life in modern Britain.

### It is not yet an outstanding school because

- The teaching of mathematics is not quite as effective as it is in reading and writing. The school has not yet fully incorporated the recent changes to the mathematics curriculum or provided the new resources needed to support it.
- Pupils' handwriting is not always as neat as it could be.
- Leaders have not yet taken sufficient advantage of the expertise that is available across the federation to develop the quality of subject leadership within their own school.

## Information about this inspection

- The inspector observed pupils' learning in eight lessons or parts of lessons. All of these lessons were observed jointly with the executive headteacher.
- Meetings and discussions took place with the executive headteacher, a representative of the local authority, members of the governing body, staff, pupils and parents.
- The inspector examined samples of pupils' work jointly with the teachers and executive headteacher. Several pupils read to the inspector.
- Too few parents responded to the online parent survey, Parent View, for their views to be summarised in this report. The inspector talked to parents and took account of 12 responses to the school's own questionnaire. In addition the inspector took account of eight responses to the questionnaire completed by staff.
- The inspector looked at a range of documents produced by the school, including data on pupils' progress and attainment, procedures for safeguarding, and the school's own evaluations of its work. He considered reports to the governing body and minutes of their meetings, and the school's action plans for raising attainment.

## Inspection team

Geof Timms, Lead inspector

Additional Inspector

## Full report

### Information about this school

- Sedgeford Primary School is much smaller than the average-sized primary school.
- The school is part of the St Mary Federation, formed in May 2015, with Brancaster CE Primary School and Docking CE Primary School. There is a single governing body for the federation. The schools will be led by the executive headteacher, who has been in post at Sedgeford for two years, from September 1<sup>st</sup> 2015.
- Most pupils are of White British heritage. There are very few pupils who speak English as an additional language.
- Children attend the early years provision full-time in a mixed age class with Year 1 and 2 pupils.
- The proportion of disabled pupils and those who have special educational needs is well above average.
- A well above average proportion of pupils are disadvantaged and supported by the pupil premium, which provides additional funding for pupils who are known to be eligible for free school meals.
- There is a pre-school on the school site. This is privately run, and inspected and reported on separately.
- The school is too small for the government's current floor standards to apply; these set the minimum expectations for pupils' attainment and progress in reading, writing and mathematics by the end of Year 6.

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

- Improve the progress pupils make in mathematics by embedding the recent changes to the curriculum and improving the resources used by teachers.
- Improve the teaching of handwriting skills and raise expectations of the presentation of pupils' writing.
- Improve the effectiveness of subject leadership by using the expertise available across the federation to spread and share best practice.

## Inspection judgements

### The leadership and management are good

- The school has improved rapidly under the good leadership of the headteacher and governors, and because of the positive attitudes demonstrated by the staff. The governors support the headteacher well and challenge her effectively. Leaders have successfully focussed on improving the pupils' achievement, securing good behaviour, and ensuring improvements to the quality of teaching.
- A major strength of the leadership is leaders' lack of complacency and their willingness to seek advice and identify good practice beyond the school. The school regularly takes part in events with other local schools to share training and develop teachers' expertise, for example, in assessment. Leaders use these links to check teachers' judgements about pupils' progress and to share curriculum activities, for example, for Year 5 pupils in mathematics. This has enabled the school to develop good transition arrangements for when pupils move to the high school at the end of Year 6.
- The leadership of teaching is good. All staff work as a strong and effective team for the benefit of the pupils. They take part in an excellent range of extra training. This has had a positive impact on teaching in phonics, for example, since the last inspection. There are good systems for checking on the performance of teachers and other staff. Any areas for development are addressed through extra training and support. This regular checking ensures the headteacher has an accurate view of teachers' strengths and weaknesses.
- Leaders check the effectiveness of the school's work systematically. The headteacher holds regular meetings with teachers to assess the progress of individual pupils in their classes. Where any extra support is needed, whether on a one-to-one basis or in small groups, the headteacher ensures this is quickly provided, and she monitors its subsequent impact on pupils' achievement robustly. This support has been especially effective in the case of pupils who have significant medical, emotional or learning needs.
- The local authority has provided good support and effective challenge for the school since the previous inspection. This has been useful in supporting leadership and governance, especially through the process of federation, and in helping the school to develop more effective ways of assessing pupils' progress. Officers consider the way the federation manages its finances to be very effective, and uses this aspect of the federation's work as a model of good practice for other schools.
- The small size of the school means staff have had to share all responsibilities for leading subjects and other areas. They have worked hard to do this successfully in several areas, such as literacy and numeracy, and especially in the provision for the disabled pupils and those who have special educational needs. The school plans to use the expertise available among the wider group of staff in the federation more widely because it has not yet been able to develop teachers' ability to lead all the other subjects equally well.
- The school ensures pupils are well prepared for life in modern Britain and ensures pupils understand and accept the values that underlie the British way of life. For example, pupils learned about democracy in action during the general election by electing their own school sports council. They demonstrate an excellent understanding of the need to respect and show tolerance for each other and especially for those with significant medical needs or disabilities. The school has a good link with a school in Grimsby. Pupils meet up every year and stay overnight in each other's schools as part of a range of visits. This helps pupils meet others from very different backgrounds and expands their cultural understanding.
- The school uses the additional funding for disadvantaged pupils effectively to support the learning of the very small number of eligible pupils in each year group. Leaders plan the use of this funding carefully to ensure it is used efficiently and, together with a member of the governing body, they monitor its impact on each individual's achievement. Because of this, pupils make good progress, and any gaps between their attainment and other pupils are narrowing.
- The school uses the extra funding provided for sporting activities well to extend pupils' opportunities in different sports such as fencing, gymnastics or golf. All children swim every week. Pupils' participation in

activities and competitions with other schools has risen significantly since the introduction of this funding.

- Notwithstanding the recent changes in mathematics, the school otherwise has developed a good curriculum, which is broad and balanced, and creatively planned to meet the needs of pupils in the mixed age classes. Teachers make good links between subjects so pupils can use their skills in different ways. The school extends pupils' horizons by encouraging them to learn about a range of faiths and cultural differences. The school ensures pupils' good spiritual, moral, social and cultural development through many enrichment activities. Staff promote equality of opportunity well. This ensures good relations are fostered, and there is no discrimination.

#### ■ **The governance of the school:**

- The governing body provides the school with a good level of support and challenge. It is rigorous in holding the school leaders to account for achievement and the quality of teaching, and because of this the school has rapidly improved since the last inspection. Governors regularly visit the school and know its strengths and weaknesses well.
- Governors know how the school compare with others nationally. They have a good knowledge and understanding of the data on pupils' progress as well as the quality of teaching, and know what is being done to improve both.
- Governors carry out their statutory duties well. They are fully involved in decisions about teachers' pay and understand well how this is linked to performance and responsibilities in order to improve teaching. They manage the federation's finances well.
- Together with leaders, governors ensure that all safeguarding requirements are fully met, and the school's procedures for keeping pupils safe are effective.

### **The behaviour and safety of pupils are good**

#### **Behaviour**

- The behaviour of pupils is good. This view is supported by the parents spoken to or who completed the school's questionnaire. Pupils all said they enjoyed coming to school and they talk positively about various aspects of school life. Younger ones said 'We love it'.
- Pupils told the inspector they enjoyed mathematics, clubs and sport. They approve of the ways the school rewards effort and good behaviour. Pupils' attitudes to learning are generally good. They respond positively when given targets and to the feedback they are given by teachers in marking. However, whilst their work in mathematics is very carefully and neatly presented, this is not the case in some of the written work.
- Pupils show respect for their school and its surroundings and resources and do not drop litter. Pupils' response to the school's expectations of their behaviour and social development is good. They relish the opportunities they get to take responsibility within the school, through activities such as the school council and the sports council.
- The vast majority of the pupils behave well in lessons. It is rare for learning to be slowed because of poor behaviour. When moving around the school, in assemblies, or at lunchtimes and playtimes, pupils are well behaved and play together well. They are friendly, pleasant to talk to, and polite to adults.

#### **Safety**

- The school's work to keep pupils safe and secure is good. All of the parents who responded to the school's questionnaire said their children enjoy school, and are safe and well looked after. Staff put a high priority on ensuring pupils' safety. On school visits, and for activities on the school site, leaders assess the potential risks appropriately and supervision is good at break and lunch times.
- Pupils have good attitudes to keeping themselves safe. They are aware of a range of risks such as those they may come across while using new technology. They have a clear understanding of how to keep themselves safe when using computers or mobile phones. The school further ensures their safety through projects such as the 'Crucial Crew' event which teaches them how to stay safe in a range of situations, and visits from dental nurses or the fire service.

- Pupils say there is no bullying at the school. They understand what constitutes bullying and how to deal with it. Those spoken to by the inspector were confident there are adults in school they can trust and to whom they would talk to if they had any worries. Pupils have excellent opportunities to discuss any concerns, whether arising in school or at home, with the very approachable staff, or through activities such as the social skills group.
- Attendance is good. The small numbers make data unreliable, but the school has few persistent absentees. Most parents ensure their children attend school regularly and are punctual. The school tracks and monitors absences appropriately.

### **The quality of teaching** is good

- Since her appointment, the good leadership of the headteacher, supported by the governing body, has had a positive impact on the quality of teaching. Teachers have been challenged to improve the progress pupils make and they have responded to this very positively. Teachers and teaching assistants form a good team. The school exhibits a very caring ethos; all adults know the pupils well as individuals and provide good support for their learning and for their differing needs.
- The school has updated its systems for assessing and recording pupils' learning and progress in line with recent changes in the National Curriculum regarding the use of levels. Teachers and leaders are very knowledgeable about the progress made by individual pupils, and use this to provide them with activities at an appropriate and often challenging level. They use the opportunities provided by the mixed-age nature of their classes well by arranging groups on the basis of need rather than age. In this way, teachers are able to support older pupils with specific learning needs by giving them work that allows them to build their skills up from a lower level and gain confidence. They similarly provide activities for younger pupils, who are very able, that takes them on to higher levels sometimes up to two years ahead of their chronological age.
- The marking of pupils' work is good and it makes clear what pupils have done well and what they need to do to improve. Pupils talk about how teachers' marking and use of targets help them learn. Teachers and teaching assistants regularly provide useful verbal feedback on an individual basis. This ensures pupils' responses to the teachers' comments and suggestions have a positive impact on their learning especially in literacy and numeracy.
- Teachers plan activities that take advantage of the natural links between subjects, and this helps to develop pupils' skills in a variety of ways. For example, work on habitats in Years 1 and 2 included science, geography and design and technology activities. Pupils learn about different cultures through some excellent activities such as talks and demonstrations by parents from Taiwanese or Danish backgrounds.
- The teaching of reading is good and the staff ensure pupils develop a love of reading. Teachers and teaching assistants have a good understanding of how to teach phonic skills (how letters combine to make different sounds), and pupils build on these skills well to make good progress. Teachers do not have sufficiently high expectations of the presentation of pupils' writing and do not teach the skills of handwriting effectively enough.
- Teachers and teaching assistants provide very good support for the high proportion of disabled pupils and those who have special educational needs on a one-to-one basis and in classes. This means that the pupils are able to take a full and active part in school life and make good progress.

### **The achievement of pupils** is good

- The small size of each year group means that the results of pupils leaving Year 6 are not reported because of the risk that individual pupils might be identified. In general, the small cohorts mean that the results can vary widely year by year. In 2014, for example, there was only one pupil in Year 6.

- The progress of most current pupils throughout the school in reading and writing is above that expected nationally. The progress in mathematics is not yet as strong as it is in the other two subjects and the school has recognised this as an area for improvement. A new mathematics scheme is being used in the early years and Years 1 and 2 to address some gaps evident in changes to the curriculum this year. This is yet to have a full impact on achievement because the new scheme is not used fully throughout the school.
- Progress at Key Stage 1 is strong. Pupils currently in Year 2 are making good progress in reading, writing and mathematics. An above-average proportion are achieving above the expected levels in reading. Where the progress is slower, as elsewhere in the school, it is due to the significant barriers to learning that some pupils face.
- Pupils make good progress in phonics due to effective teaching. Again, numbers are too small to report the outcome of the Year 1 annual phonics check. However, across the school as a whole, pupils' reading skills are good. Many are developing into confident readers who maintain a good level of interest in a very wide range of books and authors such as Roald Dahl, as well as traditional tales such as 'The Three Billy Goats Gruff'.
- Progress in literacy is good across the school. Progress in numeracy is not yet as strong. Pupils produce good quality work in other subjects such as art and design and science.
- In 2014, there were no disadvantaged pupils in Year 6 so it is not possible to comment on their attainment and progress. The school works successfully to identify and address any significant gaps in their knowledge and skills on an individual basis. All pupils are given good support and, consequently, make good progress from their different starting points. As a result, any gaps in pupils' attainment are narrowing.
- The most-able pupils are well challenged and make good progress in reading, writing and mathematics. There are good opportunities to extend their learning by working with pupils from different year groups.
- Disabled pupils and those who have special educational needs make good progress from their starting points because of the good teaching they receive on an individual basis and in classes. The good support provided by the special needs leader ensures their needs are identified early and provided for appropriately. The leader tracks their progress carefully, and the school provides them with very effective support.

### **The early years provision**

**is good**

- The provision for the Reception children is effective because of the good leadership of this setting and the good quality of teaching. Because of this children make good progress in all of the areas of learning and they settle into school well. They develop a good level of confidence and develop positive learning habits.
- Children's behaviour is very good and this has a positive impact on their learning. Staff ensure children are kept safe and this is evident in the good levels of supervision.
- Teaching is good. The teacher and teaching assistants plan imaginative and interesting activities that hold the children's attention well. For example, teachers used a role play activity, which involved children building a bridge for the three Billy Goats Gruff to cross to motivate them very successfully. The children achieved well both in speaking and listening and in the development of their social skills as a result.
- Staff talk to, and interact with, the children very effectively so that they understand their learning needs. The small size of year groups means there is always a wide range of levels demonstrated by children when they start school. However, many start with limited social and emotional development and with very low communication skills. In addition there are a number of disabled children and those who have special educational needs. The good support they receive helps all the children to make good progress from their different starting points, and become motivated learners who enjoy being at the school. Children are therefore well prepared for Year 1.

- Adults assess children's learning when they start school. Assessment continues throughout the year and detailed records of children's learning are kept and shared with parents. Good learning journeys highlight children's learning through examples of their work, observations made of their learning and comments from staff, children and parents.
- Children's behaviour is good and their safety is ensured by good supervision and careful risk assessments of activities. Children are clearly happy at school as shown by their enthusiasm when taking part in activities. They behave well, including when outside or in a different environment such as assembly or working outdoors. Staff ensure children are kept safe.
- The teaching is good and resources are used very effectively to promote learning. Children make good use of their outdoor area and enjoy, for example, taking indoor learning further through these activities. For example, two boys explored capacity in the water tray using a range of containers. Another drew and coloured a Taiwanese flag after a visit and talk from one child's mother. Their learning is extended through good questioning by adults.



## What inspection judgements mean

School	Grade	Judgement	Description
	Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
	Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
	Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
	Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

## School details

<b>Unique reference number</b>	120880
<b>Local authority</b>	Norfolk
<b>Inspection number</b>	462058

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

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	36
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	John Ward
<b>Headteacher</b>	Sarah Bocking
<b>Date of previous school inspection</b>	16 July 2013
<b>Telephone number</b>	01485 570997
<b>Fax number</b>	01485 570997
<b>Email address</b>	office@sedgeford.norfolk.sch.uk

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