

Parker's Church of England Primary School

Pound Hill, Saham Toney, Thetford, IP25 7HP

Inspection dates 20–21 November 2013

| | | | |
|--------------------------------|----------------------|-------------|----------|
| Overall effectiveness | Previous inspection: | Good | 2 |
| | This inspection: | Good | 2 |
| Achievement of pupils | | Good | 2 |
| Quality of teaching | | Good | 2 |
| Behaviour and safety of pupils | | Good | 2 |
| Leadership and management | | Good | 2 |

Summary of key findings for parents and pupils

This is a good school.

- The standards achieved at the end of Year 6 are well above average in writing and above average in reading and mathematics.
- Teaching is generally good and some is outstanding. As a result, pupils make good progress.
- Teachers demonstrate good subject knowledge and provide pupils with many memorable and enjoyable activities.
- Pupils are friendly and welcoming. Their good, often exemplary, behaviour is evident both inside and outside lessons.
- Pupils enjoy coming to school. Older pupils acknowledge the trust that has been placed in them to be responsible 'buddy group leaders' and they look after younger pupils very well.
- Provision for pupils' spiritual, moral, social and cultural development is good. Engaging 'theme weeks', visits and visitors promote and develop pupils' knowledge and understanding.
- Relationships with parents are strong and parents wholeheartedly support the school. They feel it is a safe environment and their children are well cared for.
- Governors know the school well. They ensure that their training and knowledge are up to date and they provide a good level of support.
- The headteacher leads the school well. All staff are focused on raising standards and providing creative opportunities for pupils to acquire new skills and extend their knowledge.

It is not yet an outstanding school because

- In some lessons, teachers do not provide work at appropriate levels for all pupils, especially the more able.
- Not enough pupils make good progress in reading in Key Stage 2.
- Subject leaders do not fully utilise the school's system to monitor pupils' progress and achievements in order to raise standards in reading, writing and mathematics.

Information about this inspection

- The inspector observed nine lessons, including seven with the headteacher.
- The inspector listened to some Year 1, Year 2 and Year 6 pupils read. The inspector also visited a school assembly and talked informally with pupils on the playground at lunch and at break time. The inspector looked at the work in pupils' books.
- Discussions were held with a group of pupils, staff and members of the governing body. A telephone call was made to a representative from the local authority.
- The inspector considered the view of parents contained in the 20 online responses to the Parent View questionnaire and a very small number of letters received from parents.
- The views of teaching and non-teaching staff expressed in the 14 responses to their questionnaire were considered.
- A range of documentation was examined, including information on safeguarding, the progress and attainment of pupils, the school's view of its own performance and plans for improvement, minutes of the governing body's meetings, and records of monitoring of pupils' behaviour and attendance.

Inspection team

Valerie Palmer, Lead inspector

Additional Inspector

Full report

Information about this school

- Parker's Church of England Primary School is smaller than the average-sized primary school.
- Almost all pupils are White British.
- The proportion of disabled pupils and those who have special educational needs supported through school action is below average. The proportion supported at school action plus or with a statement of special educational needs is also below average.
- Only a very small number of pupils are supported by the pupil premium. This is extra funding for pupils known to be eligible for free school meals, other groups or in the care of the local authority.
- The governing body provides a daily breakfast club.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in English and mathematics.

What does the school need to do to improve further?

- Increase the proportion of outstanding teaching and so raise pupils' attainment by:
 - making sure that the needs of all pupils, especially the more able, are met by providing work which has appropriate challenge, so that it is neither too easy or too hard
 - increasing opportunities for guided reading and checking of pupils' understanding of texts so that more achieve the higher levels in reading by the end of Key Stage 2.
- Improve leadership and management by further developing the skills of the subject leaders in understanding and utilising the school systems for monitoring pupils' progress so that they can improve pupils' rates of progress in reading, writing and mathematics.

Inspection judgements

The achievement of pupils is good

- Most children start school with skills and knowledge that are broadly at the levels expected for their age. The happy, nurturing environment encourages children to settle quickly and they make good progress in all areas of learning. Consequently, almost all leave Reception as confident learners, with skills and standards just above what is expected for their age.
- Pupils build on this firm foundation and continue to make good progress. In 2013, standards at the end of Year 2, were above average in reading, writing and mathematics.
- Over the last three years, results at the end of Key Stage 2 for reading and mathematics have fluctuated due to the small numbers in the year group, but they have nevertheless remained securely above the national average. Writing standards have improved year on year, remaining consistently above the national average; they were particularly strong in 2013. Girls achieved better than boys at the end of Key Stage 2, but both were above the national average.
- Writing skills have gone from strength to strength. This is the direct result of pupils being given the opportunity to write at length for real and different purposes using a variety of techniques in different subjects. For example, pupils in Years 5 and 6 had applied their letter writing skills to contact a number of agencies to find out more information about modern inventions.
- At the end of Year 6, pupils are roughly two terms ahead of their peers nationally in mathematics. Progress over time is good. A small number of pupils were successful in attaining a Level 6 in 2013, which is a standard much higher than ordinarily expected for primary school pupils.
- The needs of disabled pupils and those who have special educational needs are correctly identified and additional help is provided. Knowledgeable, skilled teaching assistants provide thoughtful support and thus these pupils feel confident and generally make good progress.
- The pupil premium funding is used to support individual pupils through small-group and one-to-one tuition but it has had variable impact. Although some eligible pupils make good progress, that is not the case for all. The number of eligible pupils in Year 6 last year was too small to comment on their attainment without risk of identifying individual pupils.
- The daily teaching of phonics (letters and the sounds they make) in Reception gives children and pupils a strong foundation in reading. Pupils in Year 1 and 2 continue to use and develop these skills to enable them to gain pleasure in reading. An above-average proportion of pupils attained the required standard in the national screening check for reading in Year 1 in 2013; this was a marked increase on the 2012 results.
- This enjoyment of reading continues into Key Stage 2. However, in 2013, no pupils made better than expected progress in the Key Stage 2 reading test. The school has correctly identified this as an action point for this year and additional guided reading sessions and careful questioning are taking place. It is too soon to evaluate the impact of these actions, but good reading skills were seen in Year 6, where pupils were able to discuss their favourite authors. They read with expression and described their feelings after reading powerful descriptive passages.

The quality of teaching is good

- The quality of teaching is good and some is outstanding. Most teachers have high expectations and use questioning well. They link subjects together and maintain a brisk pace whilst providing interesting and engaging experiences. For example, in an outstanding physical education lesson in a Year 1/2 class, pupils were asked to move about the hall using a specific part of the body in a spiral shape or in a 'z' sound shape. Pupils received detailed and frequent feedback, both from the teacher and from their friends' evaluation of their achievement, so enabling them to improve their performance.
- In the Reception class, staff make learning fun and exciting. For example, the teacher encouraged independence and problem-solving skills whilst actively joining in with the role play activity to build a rocket: the teacher worked 'behind the scene' while children made the rocket using a variety of apparatus, or prepared food for the crew, asking for the inspector's views on the taste of the sandwiches.
- As the result of good teaching, pupils are very clear about how they can improve their work. Individual targets in English and mathematics are displayed on the front of their books and pupils are keen to achieve 'three ticks' in order to receive new targets. The quality of marking has improved and informs pupils what they have done well and how to make their work better.
- Art teaching is of very high quality throughout the school and this is reflected in pupils' work around the school and their excellent art skills. These were demonstrated in a Year 5/6 lesson when pupils were drawing their school in the style of Lichtenstein. Elsewhere, display boards are vibrant and colourful, and clearly show that pupils of all ages are able to use a variety of media and techniques to produce delicate water colours, fabric collages embellished with embroidery and decorations, pastel and crayon pictures in a variety of artistic styles, and large three-dimensional models.
- In the best lessons, work challenges and motivates pupils to succeed and is well matched to their needs and abilities. However, occasionally work is not pitched at the correct level and the more-able pupils are not stretched while some lower attaining pupils find it too hard. On these occasions, pupils lose interest and do not achieve their full potential.

The behaviour and safety of pupils are good

- Pupils' conduct in lessons and around the school is exemplary. They move around the building sensibly, and relate well to one another and to adults. Their attitudes to learning are good. Pupils generally listen carefully to all members of staff, and they are polite and well mannered.
- Pupils are eager to start lessons. They are happy, enjoy coming to school and attendance is now high. They say they know how well they are doing and want to do their best; that they are well looked after, confident that teachers will 'take care of us' and that there is always someone to talk to if the need arises.
- Pupils work well together in groups, pairs and individually. They are self-motivated, eager to learn and support and challenge one another. They are confident speakers and share their views amongst their friends in the safe knowledge that all pupils will listen respectfully. This was demonstrated in a Year 3/4 lesson when pupils were asked to discuss interesting verbs; pupils were happy to share their knowledge and challenged one another to find the most interesting answers.
- Pupils have good opportunities to take responsibility. Pupils are elected as school and class councillors. They meet regularly and organise events to raise funds for charity and to make the

school environment better. Older pupils take the responsibility of being a 'Buddy Leader' very seriously. At lunchtime, pupils organise games such as 'tag rugby' and 'Lego club'. Such activities contribute well to the development of their social skills, including cooperation, team working and developing an awareness of the needs of others.

- Pupils say that they get on well together and that arguments are rare. They said that they are unaware of any bullying, but if they have any concerns they are confident that a teacher would sort it out and that it would be 'mentioned in assembly and everybody would help to put it right'.
- Pupils could talk about how to stay safe; for example, while crossing the road and around water. They knew what to do if they received a 'bad message' and are aware of the dangers of the internet, as it had been discussed in assembly.
- The school encourages and values enterprise skills. For example, all pupils had met local entrepreneurs and had become involved in making, marketing and selling their produce or products. Their efforts have continued, and included setting up a series of lunchtime clubs, such as finger knitting, and planning to sell their wares at the 'school fayre'.
- Parents who responded to the Parent View survey and in letters received by the inspector were unanimous that their child is well looked after, feels safe and happy and makes good progress. They say that the school listens to their concerns and they would recommend it to other parents.
- Although pupils generally persevere and concentrate well, just occasionally, attention wanders a little when learning is not so engaging and tasks are not pitched at the appropriate level.

The leadership and management are good

- The headteacher, senior teacher and governors have high expectations for the school. They ensure that the school values of care, respect, responsibility and friendship underpin all aspects of the school's work and are reflected in the excellent relationships, strong teamwork and positive attitudes demonstrated by all staff.
- The school development plan has identified accurately the main areas for improvement and is based on an accurate evaluation of the school's current strengths and key priorities. Staff training is identified to continually increase teachers' skills and to raise standards.
- There are strong systems for managing staff performance. The headteacher checks the quality of teaching, and targets are set annually. The governing body ensures that pay progression is linked to the progress and standards achieved by pupils.
- Effective leadership of the Early Years Foundation Stage ensures that children make good progress and achieve well.
- There are thorough systems for tracking pupils' progress and standards throughout the school. Subject leaders undertake lesson observations, look at pupils' work and provide advice to staff. However, their impact on raising standards quickly in reading, writing and mathematics has been limited because they do not make full use of the systems available to analyse progress at the level of the individual pupil.
- The effective curriculum is a strength of the school. Themes that appeal to both boys and girls capture their imaginations and give them exciting opportunities to make education 'real'. Visits, visitors and theme weeks add to the pupils' enjoyment of learning. For example, the 'modern

foreign language week' saw pupils finding out about different countries, packing suitcases, collecting passports, arriving and departing from the airport and finally tasting food.

- There are opportunities for pupils to learn a musical instrument, take part in music and drama productions, attend out-of-school activities, widen their sporting prowess, go on day visits and attend a residential visit. Links with the local church are an integral part of the school and make a strong contribution to the pupils' spiritual, moral, social and cultural development.
- The new sports funding has established a wider variety of activities, such as street dancing and gymnastics, to encourage more pupils to take an active part in sport. New playground markings encourage all pupils, at break and lunchtime, to be more active. The school has also planned opportunities to develop pupils' leadership skills through becoming young sports leaders.
- The local authority has provided useful training for staff and governors.
- Arrangements for pupils' safeguarding meets statutory requirements.

■ **The governance of the school:**

- Governors visit the school regularly and know the school well. They are supportive but challenge the headteacher as and when appropriate. They understand the school's key priorities; for example, the measures needed to ensure that more pupils make better than expected progress in reading. They take note of the progress and standards achieved by different groups of pupils, including those eligible for the pupil premium. They use a variety of methods and information, including data, to follow their progress closely. They monitor the quality of teaching, undertake 'learning walks' where they visit classes, meet with subject leaders and ensure that performance management is undertaken for all staff. Professional development to increase the range of skills for all staff is part of the regularly reviewed school development plan. Finance is scrutinised and they manage the budget well. They bring a wide variety of skills to the governing body and attend training in order to keep up to date with current information.

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

| | |
|--------------------------------|---------|
| Unique reference number | 121101 |
| Local authority | Norfolk |
| Inspection number | 425386 |

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

| | |
|--|-------------------------------|
| Type of school | Primary |
| School category | Voluntary controlled |
| Age range of pupils | 4–11 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 101 |
| Appropriate authority | The governing body |
| Chair | Carl Evans |
| Headteacher | Laura Sproston |
| Date of previous school inspection | 16 October 2008 |
| Telephone number | 01953 881601 |
| Fax number | 01953 881601 |
| Email address | office@parkers.norfolk.sch.uk |

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.ofsted.gov.uk

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2013

