

# Northrepps Primary School

Church Street, Northrepps, Cromer, Norfolk NR27 0LG

## Inspection dates

22–23 May 2019

<b>Overall effectiveness</b>	<b>Good</b>
Effectiveness of leadership and management	<b>Good</b>
Quality of teaching, learning and assessment	<b>Good</b>
Personal development, behaviour and welfare	<b>Good</b>
Outcomes for pupils	<b>Good</b>
Early years provision	<b>Good</b>
Overall effectiveness at previous inspection	Requires improvement

## Summary of key findings for parents and pupils

### This is a good school

- Governors know the school well and are in no doubt as to where the priorities lie. They are ambitious for all pupils and recognise the need to build capacity within the school staff.
- The quality of the school's self-evaluation is strong. Leaders set high expectations. Outcomes are improving because of strong leadership.
- Appropriate staff appointments and staff professional development has played a key role in the school improvement journey.
- The quality of teaching is good. Teachers make learning interesting and enjoyable for pupils. They know how well pupils are doing and what they need to do to make it even better.
- Teaching assistants support pupils well in lessons.
- Disadvantaged pupils are well supported and achieve well across the school.
- The developing curriculum, including additional activities, provides pupils with a broad range of learning experiences that enable them to enjoy school. Pupils say that they particularly enjoy outdoor learning. As a result, pupils are well prepared for life in 21st century modern Britain and for the next stage in their education.
- The early years foundation stage is good, it provides pupils with an excellent springboard to acorn class.
- Pupils are polite, courteous, friendly and curious. They support each other well around the school. The older pupils show real empathy towards the younger children.
- Pupils are keen to learn, work collaboratively in classrooms and show consideration for one another.
- Pupils say they feel safe in school. The school's effective safeguarding procedures ensure that pupils are safe.
- Parents are extremely complimentary about the school, commenting positively on the 'nurturing environment' and the 'good support pupils receive'.
- Not all pupils attained the expected standards at the end of key stage 1 and key stage 2. However, current pupils are making good progress.
- Not all pupils are challenged sufficiently.
- The curriculum is under development and has yet to be fully implemented.

## **Full report**

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

- Make sure that all pupils make at least good progress from their starting points and that all pupils are sufficiently challenged.
- Review the design of the curriculum so that it is sequential across the year groups and ensure that it is implemented well.

## Inspection judgements

### Effectiveness of leadership and management

**Good**

- The headteacher and her leadership team have a clear vision for the school. All leaders are enthusiastic and determined that every pupil achieves the best that they can. Pupils' outcomes have improved.
- Leaders know their school well and set high expectations. Leaders' self-evaluation is clear, precise and evaluative; as a result, leaders have clear priorities which focus on improving the breadth and depth of the curriculum and improving teaching.
- Leaders have an accurate view of the quality of teaching. The dialogue between leaders and teachers is professional and focused and consequently they have both knowledge of the pupils and the national expectations. Through this dialogue leaders have ensured that teaching, learning and assessment has improved. They have not shied away from tackling underperformance.
- Leaders have appropriate systems to check on the quality of teaching and monitor the progress that pupils make. They report the information from these checks accurately to governors and use it to plan the next steps in pupils' learning.
- Leaders support all teaching staff well and offer comprehensive training opportunities that are appropriate to their role and the stage in their career; this includes effective support for newly qualified teachers. Staff value the partnership working within their federation, within local clusters and with other outstanding providers. This has ensured that staff are reflective and work hard to improve their practice.
- External support has been valued and has helped leaders understand what they need to do to improve.
- The school's curriculum provides pupils with many enriching experiences. During the inspection most Year 5 and Year 6 pupils were participating in a residential experience in Great Yarmouth. Key stage 2 pupils said that they were enjoying learning about the Second World War. However, not all subjects are taught equally as well. Leaders are currently reviewing their curriculum, learning from other local and national successful providers.
- All staff responding to Ofsted's questionnaire said that they were proud to work at the school, felt valued and very well supported by leaders in both the management of behaviour and in improving the quality of teaching and learning.
- The school has a small number of disadvantaged pupils entitled to pupil premium funding. It tailors this additional funding to the individual needs of these pupils. The school keeps track of the impact of how the money is spent.
- Similarly, the primary physical education and sport premium is spent effectively. Leaders and governors have a clear plan for how the money should be spent and what the impact should be. This ensures that pupils maintain healthy, active lifestyles. There is a varied selection of clubs that pupils can attend.
- Provision for special educational needs and/or disabilities (SEND) is well led and funding for this group is used effectively. The leader with responsibility for SEND supports learning across the school well. She has recently introduced the use of 'quality

conversations' with class teachers, which is a solution-focused approach resulting in 'reasonable adjustments' in the classrooms. This has been particularly successful within oak class. As a result, all pupils with SEND make expected progress and a few made accelerated progress in reading and writing.

- The school promotes the development of pupils' spiritual, moral, social and cultural skills effectively. The school culture is inclusive; pupils understand the school's values and how they apply to their community and wider Britain.
- Parents are overwhelmingly positive about the experiences pupils have at Northrepps Primary. Where there have been difficulties, they were keen to share how swiftly leaders had resolved these. Parents spoken to during the inspection often referred to their son or daughter as 'really thriving' at the school.

### **Governance of the school**

- Since the previous inspection, the membership and structure of the governing body has significantly changed. The newly elected governors play a supportive and appropriately challenging role in the school's success. They share the same aspiration as the headteacher in ensuring that every pupil achieves their best and is prepared for the next stage in their education.
- Governors are well informed about the school. They have a good understanding of its strengths and areas for improvement, learning from previous challenges.
- Governors' monitoring of school improvement is thorough. They analyse the information that leaders share with them and take appropriate actions. They are ambitious for the school.
- Governors are reflective about their contribution to the school; the strengths of different governors complement each other well.
- Governors execute their safeguarding responsibilities effectively and diligently. Governors' monitoring of the school's performance management system is effective.

### **Safeguarding**

- The arrangements for safeguarding are effective.
- Records of checks on staff recruitment are clear and well maintained.
- Pupils, staff and parents say pupils are safe. This is because the school is a small, friendly community where everyone looks out for one another.
- The school has an inclusive culture and works effectively with families and agencies, sometimes having to take difficult decisions.
- All staff are trained regularly on safeguarding and the 'Prevent' duty. The school, through the federation, offers a rolling safeguarding programme, ensuring staff who start mid-year can access safeguarding training appropriate to their role.
- The school has effective systems to log concerns regarding pupil welfare. These concerns are promptly followed up. All staff understand their role in raising concerns where necessary.

## Quality of teaching, learning and assessment

Good

- The quality of teaching, learning and assessment has improved since the previous inspection because of carefully planned staff training, and is now good.
- Typically, teaching at Northrepps Primary is characterised by teaching staff having strong subject knowledge and activities that are well planned, prepared, resourced and pitched accurately to meet pupils' needs. However, not all pupils are challenged sufficiently.
- Teaching staff make learning interesting and enjoyable for pupils; this was particularly commented on by key stage 2 pupils learning about the Second World War. They said they were looking forward to their steam train journey from Holt as evacuees where they were going to make their lunch from rations. Key stage 1 pupils talked about acting out stories in the wood and having a picnic in the local woodland.
- Teachers accurately assess pupils' knowledge and understanding and use assessment information effectively to plan a wide range of learning activities.
- Teachers have introduced clear routines for managing pupils' behaviour. They consistently apply the school's behaviour for learning strategies, resulting in pupils responding quickly when activities are set and persevering with their work.
- Support staff are used effectively: in a phonics session support staff were skilled at making the sentences relevant for the pupils by referring back to their farm visit earlier in the week and using 'words of the week'.
- Where teaching staff use effective questioning, it helps pupils formulate ideas and refine their thinking.
- Pupils say that they enjoy mathematics even though they find it hard.
- Work in mathematics is well presented. Pupils receive appropriate feedback that helps them know how to improve their mathematics skills. Practical resources are used well to support pupils' calculations.
- Opportunities are given in mathematics to problem-solve and apply mathematical reasoning. During the inspection key stage 2 pupils were challenged by a mathematical puzzle using different properties of numbers; most found solutions by working logically and methodically. Pupils confidently explained the reasoning behind their decision-making, for example numbers cannot be both odd and even.
- The teaching of reading skills is good. In the early years, children make a good start with their early development of reading because of effective teaching and interesting classroom displays. The teaching of phonics in the early years is strong, with most pupils developing at an appropriate level. Good teaching in key stage 2 ensures that the progress pupils make in reading is good. Key stage 2 pupils enjoy reading to groups of children in pre-school.
- The school encourages homework through half-termly 'family friendly' homework challenges. These are easy to find on the school's website and encourage parents to support their children. Pupils respond to these well and are enthused to talk about what they have done at home.

### Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Throughout the school, pupils are polite, friendly and welcoming. They support one another well, this was especially evident during break and lunch times where older pupils encourage younger children with ball skills and taking turns with the equipment. They have a clear understanding of right and wrong.
- The school's curriculum includes many opportunities for pupils to reflect and learn good social skills. During the inspection, key stage 1 pupils, through reading the 'Gotcha Smile' were able to discuss the attributes of a 'good friend'. When asked, key stage 2 pupils described the school as 'great, friendly and we are supported well by our teachers: they work hard for us'.
- The school encourages pupils to adopt healthy lifestyles.
- Pupils are keen to learn and have good levels of resilience when solving problems or writing. They are proud of their work and enjoyed sharing examples of their writing with the inspector, this included a newspaper article about 'Macbeth', a letter to Winston Churchill, a message in a bottle and poetry written for the recent flower festival.
- Pupils' spiritual, moral, social and cultural development is strong. There is a wide range of provision through assemblies and the curriculum. School and classroom displays celebrate the school mantra 'through knowledge we grow'.
- The school council are democratically elected and older pupils have been given the opportunity to discuss, research and share their opinions on the possible future for them after Brexit.
- Pupils know about keeping safe online and on the roads.
- Pupils say that they feel ready for their next steps, whether this is moving from acorn class to oak class or onwards to high school. The Year 6 pupils were looking forward to a visit to their high school after half-term.

### Behaviour

- The behaviour of pupils is good.
- Pupils' positive attitudes to learning ensure that learning is uninterrupted.
- Where there are incidents of bullying the school has clear systems to deal with these effectively. This sometimes involves the school council. Pupils and parents say that incidents are dealt with quickly and effectively.
- The school has a clear behaviour for learning strategy that is consistently applied, and which pupils understand and follow. This results in a calm and orderly community.
- There have been no exclusions.

- The school ensures that pupils receive external support when needed; this support is well received by parents. Pupils say that they are supported well. The use of social stories has an increasingly positive impact on reducing pupils' anxieties.
- Pupils, parents and staff agree that behaviour is good.
- Pupils enjoy attending school and, as a result, attendance is broadly average. The staff know their pupils well and addresses potential issues early. Staff involve families and other agencies effectively.

### Outcomes for pupils

**Good**

- Outcomes for pupils are being strengthened by strong leadership, which has led to improvements in teaching, learning and assessment.
- Current school assessment information and work in pupils' books are convincing. They show that the progress of current pupils is good in reading, writing and mathematics in all year groups. However, it also shows that on occasion, not all pupils are challenged sufficiently to reach greater depth.
- Not all pupils attain the expected standards at the end of key stage 1 and key stage 2; however, current pupils are making good progress.
- Pupils read frequently and confidently. They read well due to the good systematic approach to phonics, high-quality teaching and targeted support for pupils who need additional help. Pupils read enthusiastically to the inspector, demonstrating both fluency and comprehension. They applied their phonics skills well when reading words that they do not recognise immediately, for example, 'knight'.
- Disadvantaged pupils make good progress throughout the school. Teachers have high expectations, plan work carefully and provide additional support where it is needed.
- Pupils with SEND make good progress because planning for their needs is detailed and thorough. Strong leadership ensures that expectations of pupils' progress are high. Staff match a wide range of support well to individual needs, including mental health and well-being and through speech and language programmes.
- Progress in a range of other subjects is good. Pupils have opportunities to improve their knowledge, skills and understanding in a variety of themes that interest and excite them. Key stage 2 pupils, when talking about art, had thoroughly enjoyed both exploring 'texture and shading' and designing and making 'mummified cats'.

### Early years provision

**Good**

- Children make a strong start in the early years because leadership is good, and the staff know the children very well. Staff are sensitive and responsive to the children's needs, feelings and interests. Staff plan activities that excite them and meet their needs. They are well prepared for moving on to acorn class.
- The indoor and outdoor areas are stimulating and well resourced. The outside area has recently benefited from the installation of an all-weather gazebo; staff have clear plans to make best use of this area for learning.

- Teachers and support staff are skilful at promoting children’s learning. They question children carefully and offer support as required. They know when to intervene and when to hold back and let learning take its course. They work hard to develop social communication and language skills.
- There is a wide range of well prepared and appropriate resources available; as a result, children are curious and make progress with both writing and number skills.
- Three- and four-year-olds have the opportunity to have phonics lessons with the Reception teacher to help develop their reading skills.
- Phonics is taught well. Children develop a love of reading and begin to sound out new words to read them.
- Children are involved in ‘writing’ risk assessments which helps them to play co-operatively and use the equipment safely both inside and outside.
- Children cooperate and work well together. They show high levels of perseverance and resilience. They can sustain concentration because they find learning enjoyable and interesting. This was particularly apparent in pre-school, while listening to ‘Rumpelstiltskin’ being read to them by a pupil from key stage 2 and counting and matching small world toys.
- The early years is a safe place for children to learn. All safeguarding arrangements conform to high standards established throughout the school.
- The early years is led and managed well. Parents are supportive of the provision. Children make good progress from their starting points. Observations of what children can do are detailed and shared with parents regularly.

## School details

Unique reference number	120836
Local authority	Norfolk
Inspection number	10088659

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

Type of school	Primary
School category	Maintained
Age range of pupils	2 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	30
Appropriate authority	The governing body
Chair	Mr Sam Lee
Headteacher	Mrs Angie Hamilton
Telephone number	01263 579396
Website	<a href="http://www.northrepps.norfolk.sch.uk">http://www.northrepps.norfolk.sch.uk</a>
Email address	<a href="mailto:head@bsf.norfolk.sch.uk">head@bsf.norfolk.sch.uk</a>
Date of previous inspection	7–8 February 2017

## Information about this school

- The school is part of a hard federation with Erpingham Church of England Voluntary Controlled Primary School with one governing body and an executive headteacher.
- The on-site pre-school, managed by the school, caters for children from two to four years old. There were 23 children on roll at the time of the inspection. This provision has a manager, qualified at Level 3, as required by the 'Statutory framework for the early years foundation stage'.
- Northrepps is a very small primary school where most pupils are of White British heritage with none identified as speaking English as an additional language. There are more girls than boys.
- There are average numbers of pupils eligible for free school meals and identified as being pupils with SEND. There are very few pupils who have an education, health and care plan.

- The school works with parents who home-educate their children using the flexi-school approach as set out in the Department for Education's Elective Home Education Policy.

## Information about this inspection

- The inspector observed teaching and learning in 14 lessons, all with one of the school's senior leaders, including a school learning walk.
- During the inspection meetings were held with the executive head teacher, senior leaders, subject leaders, parents, a local authority representative and three representatives of the governing body. The inspector had informal conversations with pupils in lessons and in social times and met with a group of key stage 2 pupils. The inspector heard pupils read.
- The inspector scrutinised pupils' books in lessons and scrutinised pupils' work in English, mathematics and topic across both key stages with teaching staff.
- The inspector observed the school's work looking at safeguarding and child protection policies and procedures; self-evaluation and improvement planning; impact statements from the governing body; the school website; assessment information; records of pupils' attendance; and other information provided by school leaders.
- The inspector took account of 19 responses to Ofsted's online questionnaire, Parent View, including eight free-texts. The nine responses from staff were also considered.

## Inspection team

Sally Garrett, lead inspector

Ofsted Inspector

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