

Neatishead Church of England Primary School

School Road, Neatishead, Norwich, Norfolk NR12 8XN

Inspection dates

6–7 February 2019

Overall effectiveness	Outstanding
Effectiveness of leadership and management	Outstanding
Quality of teaching, learning and assessment	Outstanding
Personal development, behaviour and welfare	Outstanding
Outcomes for pupils	Outstanding
Early years provision	Good
Overall effectiveness at previous inspection	Good

Summary of key findings for parents and pupils

This is an outstanding school

- Leaders' strong determination provides the highest quality of education and care for all the pupils. Exceptional leadership of this small school has created a cohesive staff team. Consequently, teaching is outstanding.
- Governors are highly committed and share a vision of excellence for the school. They provide strong support and challenge leaders to achieve their best.
- Leaders make effective use of expertise across the federation. This has further strengthened the school's capacity to sustain its improvement since the previous inspection.
- Leaders have developed a rich and exciting curriculum that inspires pupils. It is expertly designed to promote pupils' love of learning so that they achieve exceptionally well across the curriculum.
- Pupils' outcomes are impressive. Work in pupils' books shows that they make outstanding progress in reading, writing and mathematics.
- Well-planned use of funding results in excellent provision for disadvantaged pupils and those with special educational needs and/or disabilities (SEND). Plans for pupils are reviewed regularly and adapted so that pupils make strong gains from their starting points.
- Teachers' strong subject knowledge is used effectively to build pupils' skills for learning. Teachers' accurate assessment of individual needs ensures that work is matched precisely to support pupils' excellent progress.
- The teaching of writing is a strength. Teachers plan purposeful activities so that pupils develop their writing skills well across the curriculum.
- Leaders place a high priority on keeping pupils safe. Adults know each pupil, respond to their needs and promote their well-being.
- Pupils' behaviour is exceptional. They have a strong regard for one another and listen respectfully to the views of others. Pupils have very positive attitudes to learning and are proud of what they achieve at school.
- Pupils engage fully in school life. Staff have high expectations that encourage pupils to think for themselves and reflect deeply about their learning.
- Children make a good start to their education in the early years. They quickly develop their social and emotional skills so that they are ready to learn. However, the activities outdoors do not provide sufficient challenge for children to develop their writing and mathematical skills.

Full report

What does the school need to do to improve further?

- Develop the early years outdoor provision so that children are given challenging activities to accelerate their development in writing and mathematics.

Inspection judgements

Effectiveness of leadership and management

Outstanding

- The headteacher has an uncompromising commitment to ensuring that all pupils achieve as well as they can. Her high aspirations and vision are shared by all the staff. Every member of staff is proud to work at the school and highly values the unrelenting drive for excellence provided by the headteacher. Together, they are a strong team who work to ensure that the school provides the highest standard of education.
- Leaders are outward-facing. They share expertise as part of the federation. Leaders' highly effective choice of professional development opportunities has contributed to the strongest quality of teaching, learning and assessment. All leaders and teachers work together well to check pupils' progress. They know each pupil individually and use this knowledge effectively to ensure that all pupils achieve very well.
- The headteacher has a detailed and accurate understanding of the school's strengths and weaknesses. All staff, who are part of the small team, play an active part in monitoring and contributing to the school's priorities. Teachers take responsibility for leading English and mathematics within their own key stages. There is a well-planned cycle of checks on all aspects of the school's work. Leaders' incisive feedback gives clear guidance to sustain the outstanding teaching. This shared approach means that there is a great clarity in understanding what is working and why the school is successful.
- Leaders' plans for the use of funding for disadvantaged pupils are precise and expertly designed. Parents and pupils contribute to the plans, alongside a thorough analysis of the barriers to pupils' learning. Leaders regularly review pupils' progress towards their challenging targets. The difference between the achievement of disadvantaged pupils and that of non-disadvantaged pupils is reducing significantly.
- Support for pupils with SEND is very effective. Leaders ensure that pupils' needs are identified early. Teachers have regular discussions with the headteacher to check pupils' individual education plans to ensure that any learning support is working well to improve progress. Leaders work effectively with external advisers to ensure that the targets identified for pupils are appropriate. As a result of the support that pupils with SEND receive, they make strong gains from their starting points and many are catching up with their peers.
- Leaders are creative with their use of the additional sport premium funding. Pupils have opportunities to develop a range of skills through participation in different sporting activities, often making use of the best facilities available. For example, pupils took part in a local sports event hosted at the university sports stadium. A sports coach teaches physical education supported by a designated sports champion, ensuring that pupils' levels of fitness and engagement in sport are improving rapidly.
- Leaders have constructed an exciting curriculum that motivates and helps develop pupils' aspirations. Learning activities are purposeful and stimulate pupils' interests. Teachers pose key questions for pupils to investigate. The school's chosen approach makes use of 'wow' starters to promote pupils' curiosity. For example, mysterious artefacts found around the school grounds provided a starting point to develop pupils' writing. Trips and visitors to the school enrich the curriculum. Pupils apply their skills in

different contexts so that they have a deep knowledge. This builds their understanding and extends their thinking across different subjects. There are many opportunities for pupils to apply their learning in English and mathematics, through their writing, artwork and use of information technology.

- Leaders ensure that the curriculum provides opportunities for pupils to develop strong learning skills. Through investigation and exploration of their own interests, pupils develop their confidence and resilience. This means that they have a very good understanding of how to learn and achieve success. For example, pupils carried out an experiment to investigate plants and managed decisions for what they wanted to find out and how they would set up the investigations.
- Leaders' work to promote pupils' spiritual, moral, social and cultural development is highly effective. Interwoven through the curriculum are the school's Christian values and high aspirations of achievement. In assemblies and through global links, pupils learn about different faiths and cultures. Pupils take part in wider cultural events such as working with opera singers or singing at festivals. Consequently, pupils are very well prepared for life in modern Britain.
- Parents are highly supportive of the school's work and the leadership provided by the headteacher. One parent's comment, typical of many was as follows: 'It's a remarkable group of people that have come together and made what I believe to be an outstanding school.'

Governance of the school

- Governors are highly ambitious for the school and share the leaders' vision for ensuring that pupils' achievement is the best it can be. They have high expectations of their own work. Governors are meticulous in their organisation so that they provide strong support and challenge for school leaders. Governors' minutes of meetings show that they ask challenging questions. This ensures that leaders maintain the high quality of education across the school.
- Governors are well informed. They have an excellent understanding of the school's strengths and the areas it needs to further improve, as the school develops its partnerships through the federation. The visits governors make to the school are purposeful and well prepared. They seek answers to key questions and check that the actions leaders take are having a beneficial impact on the school.
- Governors carry out regular audits to check that their knowledge is up to date. They use their skills to ensure that additional funding is having the best impact on pupils' progress. They carry out frequent visits to check that the school's arrangements for safeguarding are effective. All governors have received training in safeguarding.

Safeguarding

- The arrangements for safeguarding are effective.
- Leaders place a high priority on safeguarding, which is at the heart of the school's practice. Leaders ensure that staff are trained well and kept up to date on all safeguarding issues. Staff meetings include items about safeguarding matters. The headteacher and safeguarding governor check adults' understanding through

questions, discussions and quizzes. This ensures that all staff are alert and understand how to recognise any concerns about pupils' welfare.

- All policies and procedures meet requirements. The reporting of concerns is clear and those responsible for leading safeguarding make sure that information is documented effectively. Records for checking the suitability of adults who work with children are thorough and well organised.
- Pupils told the inspector that their school is a safe place. They know who they can speak to if they have any concerns or worries. Pupils understand how to keep themselves safe whether they are in school or at home. Pupils learn about keeping themselves safe in different situations, especially when they use the internet.
- Leaders provide information for parents to help them improve their awareness about potential concerns or hazards. The overwhelming majority of parents agree that pupils are safe when they are at the school. One parent said on Parent View, 'The children are provided with a rich learning experience within a wonderful, safe, caring, supportive and encouraging environment.' This view was similar to other views received from parents who responded to the online questionnaire

Quality of teaching, learning and assessment

Outstanding

- High-quality teaching means that pupils are motivated and inspired to produce their best work. Teachers are passionate about the subjects they teach, which helps pupils to develop a love of learning. Pupils are proud of their achievements and eager to share their work. For example, pupils in key stage 2 spoke enthusiastically about the books they had independently written and produced.
- Teachers skilfully question pupils to probe and check their understanding. They encourage pupils to use a wide range of vocabulary through their explanations and responses. Teachers build on pupils' responses to help them make links through their learning so that pupils have a deep and secure knowledge. This means that pupils understand the importance of what they are learning and can talk about their achievements. For example, one pupil who spoke to the inspector was able to discuss his knowledge of earthquakes because he understood about the earth's plates and locations on a map.
- Teachers have excellent subject knowledge and use it very effectively to support pupils' strong progress. Teachers plan exciting lessons that are matched well to pupils' needs. Teachers have high expectations of what pupils can achieve. They give helpful guidance so that pupils are moved on in their learning. Pupils make very effective use of the assessment strategies given to them by the teachers to check their own learning. For example, they find examples in their work of where they have been successful, to prove their secure understanding.
- Teachers check pupils' progress very closely. They regularly assess their understanding and swiftly identify any gaps in pupils' learning. Teachers ensure that any pupils who are at risk of falling behind receive support so that they catch up quickly.
- The teaching of writing is highly effective. Teachers use a range of strategies to engage pupils and inspire them to become writers. Pupils use high-quality texts to develop their understanding of how authors write to convey mood or describe settings

and characters. Pupils discuss their writing to improve their vocabulary. For example, key stage 1 pupils used their Roman topic to develop their descriptive writing about the places Romans lived. Pupils present their work neatly and use their writing skills consistently across subjects. Consequently, work in pupils' books and around the school is of a high standard.

- The teaching of phonics is very effective. Teachers model sounds and ensure that pupils listen carefully. Pupils recognise and blend sounds, which helps them to tackle unfamiliar words and become fluent readers. Older pupils read a range of books and teachers use every opportunity to instil a love of reading. Pupils read often, either to themselves or to adults. Teachers discuss different types of books so that pupils develop their confidence to read more challenging texts and materials. As a result, pupils read well and have excellent comprehension skills for their age.
- Teachers use effective strategies to promote pupils' strong progress in mathematics. Pupils complete regular mathematical challenges. They use their problem-solving skills to ensure that they have a secure understanding of the concepts have learned. Teachers build on pupils' skills to develop their fluency and quick recall of number facts. The most able pupils work with a mathematics specialist to challenge them to think harder about their learning. Teachers make effective use of resources so that work meets the needs of pupils.

Personal development, behaviour and welfare

Outstanding

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is outstanding.
- Positive relationships between adults and pupils create an environment where there is a strong culture of respect and trust. Adults are good role models for pupils' behaviour. Pupils respond quickly to adults' direction so that time for learning in lessons is maximised. Pupils are strong advocates for their own learning. They have opportunities to pursue their own interests and spend time researching their own topics. Pupils confidently discuss their learning and readily share their achievements with visitors.
- Pupils have a love of learning. They are ambitious and eager to learn as much as they can while they are in school. They are not afraid to pose their own questions or independently select resources that will help them be successful. They listen to the views of others while confidently sharing ideas of their own. Many parents commented on how keen their children are to come to school. A parent expressed the view, similar to others, that, 'Our children enjoy coming to school and are enthusiastic about what they are learning.'
- Pupils take care with their presentation, ensuring that it is of a high standard across all subjects.
- Pupils develop a strong sense of community by working together. Older pupils understand their roles in looking after younger pupils, whether around the school or on the playground. Pupils discuss ways of improving the school through circle assemblies. They carry out specific jobs with pride, while learning how to be responsible citizens. Pupils provide examples of how they apply the values they are taught during

assemblies. They know about the importance of getting along and treating everyone with respect. As one pupil told the inspector, 'We don't treat anyone differently, just because we are different.'

- Staff show a high level of care for pupils. They know pupils individually and quickly respond to meet their needs. Adults regularly check that pupils are happy in school. The strong nurturing culture ensures that support for pupils' well-being is highly effective.

Behaviour

- The behaviour of pupils is outstanding.
- Pupils respond well to the high expectations of staff. Pupils show mature levels of behaviour that are built on the mutual respect they have for one another.
- Pupils are well mannered. They are kind to each other and respectfully hold doors open or politely welcome visitors to their classrooms. Pupils are highly motivated to learn. They need little prompting to ensure that they sustain their concentration and complete tasks.
- The school's behaviour records show that bullying is extremely rare. Pupils are taught about the different forms bullying can take. They know how to respond if they have any concerns. Pupils are confident that staff will address any worries they have.
- Pupils' regular attendance has improved over time. Attendance is above the national average. No groups of pupils are disadvantaged through absence. Leaders ensure that attendance is closely monitored and work with parents if any concerns are identified.

Outcomes for pupils

Outstanding

- As a result of the excellent teaching, pupils make outstanding gains in their learning.
- Children start the early years at various stages of development. By the end of key stage 2, all children have made very strong progress in reading, writing and mathematics.
- The teaching of phonics is highly effective because the approach to teaching reading is consistent and systematic. Over time, the proportion of pupils achieving the required standard in the Year 1 screening check is often above the national average.
- Current pupils in both key stages 1 and 2 are making excellent progress from their starting points. Teaching is highly effective because it meets pupils' needs. It rapidly builds on the good start pupils receive in the early years so that strong gains are made throughout each year group. Work in pupils' books and the school's accurate analysis of information show that pupils are consistently making strong and sustained progress in every cohort.
- Pupils make excellent progress in writing. They have a deep knowledge of how to write in a range of forms and for different purposes. Pupils develop a rich vocabulary through their discussions and the challenge teachers provide. Pupils apply their punctuation and spelling skills consistently across subjects. Pupils edit their work to

improve the quality of their compositions. Regular showcasing of pupils' work encourages them write neatly and present their work well.

- The most able pupils are given tasks that extend their thinking and help them to achieve higher standards. In mathematics, pupils are provided with regular challenges, where they use their reasoning skills to explain their answers. Additional support is provided through a specialist teacher of mathematics. Pupils are given work that is beyond that expected for their age. This means that the most able pupils are challenged and make strong gains from their starting points.
- Disadvantaged pupils make very strong progress because leaders are committed to providing every opportunity for them to achieve well. The pupil premium funding is used effectively to remove barriers and support learning. Leaders regularly check that disadvantaged pupils are making very good progress.
- Well-targeted support ensures that pupils with SEND make strong progress from their starting points. Leaders use advice from external specialists effectively. Teachers' regular assessment of pupils' progress means that plans are adapted to support the rapid gains made by pupils with SEND.
- Pupils' achievement across the wider curriculum is excellent. The curriculum ensures that pupils develop a range of skills through the links they make between different subjects. For example, pupils wrote poems about the rainforest from their study of the Amazon jungle. Pupils use opportunities in a range of subjects to apply and improve their skills in reading, writing and mathematics very well.

Early years provision

Good

- Children start the Reception class with a range of different abilities. They settle in quickly and make good progress due to the effective teaching that they receive. Consequently, children are well prepared to start Year 1.
- Children in the early years often spend time talking with Year 1 pupils about their learning because they share a classroom. This provides children with the opportunity to listen to other pupils using a range of vocabulary. This helps children make good progress with their own speaking and listening skills.
- Leaders use the class theme to plan activities that meet children's needs. Children use these activities successfully. They enjoy working with adults or taking the opportunity to develop their own learning through their play. This promotes their knowledge and understanding of the world well.
- Adults ensure that children settle quickly through the well-established routines and systems. Older pupils act as role models and children learn quickly how to play and work together. Children are engaged in what they are doing and behave well. Children's social and emotional development is well catered for.
- The early years leader and other adults know the children well. Their assessments are accurate and used to plan activities that support children to develop their knowledge and skills.
- Adults use questioning effectively to explore children's thinking and deepen their understanding. For example, adults helped children to make good links between

different sounds made by musical instruments and the type of weather they could represent.

- Adults do not make the best use of the outdoor area to provide challenging activities that promote children's writing and develop their mathematical skills. This means that their progress in these areas slows.
- Effective transition arrangements before the children enter the early years ensure that relationships with parents are strong. Parents receive regular updates about their child's progress and attend school events where children share their learning.
- Child protection and safeguarding arrangements are secure. Children are kept safe and their personal development and welfare needs are met.

School details

Unique reference number	121090
Local authority	Norfolk
Inspection number	10056197

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

Type of school	All-through primary
School category	Maintained
Age range of pupils	5 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	53
Appropriate authority	The governing body
Chair	Richard Barker
Headteacher	Julie Church
Telephone number	01692 630241
Website	www.neatisheadprimaryschool.co.uk
Email address	head@neatishead.norfolk.sch.uk
Date of previous inspection	28 June 2018

Information about this school

- The school is much smaller than the average-sized primary school.
- Pupils learn in two classes, with three age groups in key stage 1 and four age groups in key stage 2.
- The school is in a federation with Salhouse Primary School and in a partnership with Fleggburgh Primary School. The headteacher is the executive headteacher for the partnership arrangements. There is one shared governing body.
- Most pupils are White British. The proportion of pupils from minority ethnic groups is very low.
- The proportion of pupils who are eligible for pupil premium funding is below the national average.
- The proportion of pupils with SEND is below the national average.

- A nursery shares the school site, but it is independently managed and is inspected separately.

Information about this inspection

- The inspector observed teaching and learning across the school. Several observations were undertaken jointly with the headteacher. During observations, the inspector sampled pupils' books and talked to pupils about their learning.
- The inspector met with the headteacher, who also has other leadership roles, including of pupil premium and sport premium funding. The inspector also met the assistant headteacher who is responsible for the early years and key stage 1, and the senior teacher who is responsible for key stage 2. Both teachers have responsibility for English and mathematics for their respective key stages. The inspector spoke to the headteacher about special educational needs. The inspector held meetings with middle and subject leaders.
- The inspector had discussions with a group of pupils and with four governors, including the chair of governors.
- A sample of pupils' books from key stage 1 and key stage 2 was scrutinised, which covered the breadth of the curriculum. The inspector listened to some pupils read and talked to them about their books.
- The inspector saw pupils at lunchtime and observed their behaviour and conduct around the school.
- A range of documents was scrutinised by the inspector, including the school's self-evaluation summary and improvement planning, policies, assessment information and records of checks on the quality of teaching. The inspector also looked at records of attendance and behaviour and safeguarding information.
- The inspector met with parents at the beginning to gather their views. The inspector took account of the 31 responses to Ofsted's online survey, including 13 text-free responses. In addition, the inspector took account of the 10 responses to Ofsted's staff survey and the six responses to Ofsted's pupil survey.

Inspection team

Steve Mellors, lead inspector

Her Majesty's Inspector

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