

# Great Dunham Primary School

Litcham Road, Great Dunham, King's Lynn, Norfolk PE32 2LQ

## Inspection dates

6–7 March 2019

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

## Summary of key findings for parents and pupils

### This is a school that requires improvement

- A legacy of poor teaching has not allowed pupils to achieve as well as they might. The quality of teaching, while improving, is too variable. As a result, pupils do not make consistently good progress across the school.
- Middle leaders are not as effective as they could be in driving school improvement. Improvement strategies have not yet resulted in consistently good outcomes for pupils.
- Leaders and governors have not ensured sufficiently regular opportunities to develop deeper knowledge, understanding and skills across the wider curriculum.
- Teachers do not use assessment information consistently well in lessons to adjust tasks and move pupils' learning on quickly.
- The school's marking policy is used inconsistently.
- Teachers' expectations are not high enough. The most able pupils are not always set tasks that stretch them sufficiently, so they do not make as much progress as they should.
- Disadvantaged pupils do not make sufficient progress in their writing skills.
- Pupils' knowledge and skills in upper key stage 2 mathematics remain weaker than in reading and writing.
- Teachers do not develop pupils' skills in grammar, punctuation and spelling in key stage 2 sufficiently well.
- Parents and carers praise the effectiveness of staff in keeping their children happy at school. However, some parents do not feel well informed about concerns they may have.

### The school has the following strengths

- Governors have a clear view of the school's performance. They have acted determinedly to improve the quality of teaching.
- Improvement plans include clear targets to improve teaching and raise overall achievement.
- Pupils' behaviour and attendance are good.
- The school provides good support for pupils with special educational needs and/or disabilities (SEND).
- Children make good progress in the early years. They are well prepared for Year 1.
- The school provides a caring and nurturing environment where pupils feel safe.

## Full report

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

- Improve leadership and management by:
  - ensuring that the quality of teaching, learning and assessment are consistently good or better
  - expanding the role of middle leaders so that they take greater responsibility for leading improvements and raising levels of achievement for their subject across the curriculum
  - continuing to monitor, evaluate closely and respond promptly to the impact of the actions taken to improve teaching and learning
  - further develop the positive communication with parents, especially those parents who have concerns, so that they are clearer about what the school is doing to support their child.
- Improve the quality of teaching and pupils' progress by:
  - raising teachers' expectations of what pupils will achieve
  - using assessment information more effectively to pitch work at the right level so that pupils' progress is accelerated for the lower-attaining and most able pupils
  - effective teaching to enable pupils in upper key stage 2 to master the mathematical skills and knowledge expected for their age
  - improving pupils' skills in grammar, punctuation and spelling in key stage 2
  - ensuring that the marking policy is implemented consistently in all of the key stages and that pupils follow up on the comments written.
- Improve outcomes for pupils by making sure that:
  - the design of the curriculum supports pupils' continuing progression in skills, knowledge and understanding across all foundation subjects
  - more pupils reach at least the expected standard in mathematics by the end of Year 2, so that they are in line with national averages
  - the proportions of the most able pupils who achieve the higher standards by the end of key stages 1 and 2 increase so that they are more in line with the national averages.
  - disadvantaged pupils improve the standard of their writing.

## Inspection judgements

### Effectiveness of leadership and management

### Requires improvement

- The quality of education has deteriorated since the previous inspection. It is no longer good. Over the past two years, the school has been through a challenging period. There have been significant changes to staffing. The headteacher has not refrained from difficult conversations with staff where it is evident that pupils were not progressing well enough.
- While leaders have improved some aspects of the school's work, they have not been able to secure a consistently good standard of teaching across the school. As a result, pupils' progress and attainment are too variable, particularly for the most able pupils and lower-attaining pupils. Therefore, variations in quality remain.
- Middle leadership is work in progress. Leaders are now more involved in developing training and support for staff. While middle leaders are keen and willing to learn, their role has not been sufficiently developed. They do not monitor and evaluate improvements rigorously enough or take a strategic view of their subject areas across the school.
- Coverage of some areas of the curriculum, other than English and mathematics, is too patchy. Pupils do not have sufficient opportunities to work at greater depths of understanding across a wide range of subjects. This limits pupils' opportunities to develop their knowledge, skills and understanding in specific subject areas.
- The majority of parents who spoke to the lead inspector were complimentary about the school, as were the pupils. However, of the 45 parents who completed Ofsted's online questionnaire, Parent View, a quarter said that they would not recommend the school to others. A similar proportion said that the school does not respond well to concerns they may have.
- Despite the decline, leaders are demonstrating the capacity to bring about improvement. Leaders are accurate in their evaluation of the school and know what needs to improve. Plans for improvement contain the detail to pinpoint how and when this will be achieved and how the impact of their work will be measured.
- Leaders carry out a range of monitoring and evaluation activities, for example checking pupils' work in books and observing lessons. These activities are linked to priorities in the school development plan. Leaders have an accurate view of the quality of teaching.
- As a result of the recent review of pupil premium, leaders have a growing awareness of how the pupil premium funding can be used to raise achievement for disadvantaged pupils. Pupils benefit from specifically targeted support for small-group tuition to enhance learning. Funding also ensures that pupils experience off-site visits and enrichment activities.
- The use of the physical education (PE) and sport premium is used effectively to upskill staff. Pupils take part in tournaments and are successful at winning events. Pupils understand the importance of being fit and healthy and enjoy regular physical activity.
- Provision for pupils with SEND is well organised by an experienced coordinator. Additional funding for pupils with SEND is used well. The performance information is

used effectively to identify pupils requiring extra help. The approach is beginning to help these pupils to catch up with their peers.

- Leaders promote pupils' spiritual, moral, social and cultural development effectively through helping pupils understand and celebrate a wide range of faiths and cultural traditions. The curriculum is further enhanced by a range of interesting visits, including residential trips and visitors to the school.
- Pupils are aware of British values. They demonstrate their understanding of tolerance and respect for rules in their good behaviour. The school council represents the pupils well and teaches them that taking a majority vote is an unbiased way of making decisions.
- The vast majority of responses to the staff questionnaire were positive. Staff are proud of their school and feel valued. Those who are early in their career feel well supported.
- The guidance and intervention from the local authority has been influential in curtailing the decline in the school's performance through a turbulent period. The local authority has a good understanding of the school's strengths and weaknesses. Their on-going guidance is specifically targeted to support further swift improvements.

### **Governance of the school**

- Governors are honest and accurate in their assessment of the school's strengths and areas for improvement. They know their roles and responsibilities and take them seriously. Governors bring a range of appropriate professional skills and experience to the school.
- Governors cross-check reports from the headteacher with information from other sources and provide a healthy level of support and challenge to the school's leadership. They are reflective and have a good awareness of school improvement priorities. They are using the school's information effectively to focus on key areas for development.
- Governors manage finances effectively. They ensure that leaders use funding effectively, including the primary PE and sport funding, to provide additional support to meet the needs of the pupils.

### **Safeguarding**

- The arrangements for safeguarding are effective.
- There is an up-to-date safeguarding policy published on the school website.
- The single central record meets all statutory requirements. All appropriate checks are made on adults who are regularly in the school. Staff are well trained in the most up-to-date safeguarding practice and leaders keep detailed records of this training.
- Staff keep records of safeguarding cases securely and in sufficient detail. Leaders work well with outside agencies to make sure that those pupils who are particularly vulnerable are safe and secure. Leaders are proactive in developing their understanding of local risks and helping pupils manage these.
- The school site is well maintained and secure. It provides a safe and nurturing place for pupils. Pupils say they feel safe and are kept safe.

## Quality of teaching, learning and assessment

**Requires improvement**

- The quality of teaching is not consistently good enough to ensure that all pupils make good progress. Expectations of what pupils can achieve are not high enough. Teachers do not consistently use assessment information effectively to set tasks that are well matched to pupils' abilities.
- Some teachers have not planned sequences of learning well enough for pupils to learn and consolidate new skills, leaving them with gaps in their understanding. Too often, pupils are not sufficiently challenged in their work, especially the most able pupils.
- Pupils in key stage 2, especially in Years 5 and 6, have significant gaps in their mathematical knowledge as a result of weak teaching in the past. The mathematics subject lead is committed to ensuring that teachers give pupils the opportunities to apply the skills they learn to real-life situations and problem-solving.
- Pupils do not always build methodically on their prior levels of skills, knowledge and understanding in the foundation subjects. This is because teachers do not make full use of information from their assessments to plan lessons with the right level of challenge to move pupils forwards in their learning.
- Teachers do not apply the school marking policy consistently. Work that is left unfinished is not challenged by teachers in their marking. This hinders progress.
- Pupils' spelling, punctuation and grammar skills in key stage 2 are not taught consistently. This limits pupils' independence and fluency in writing and means they do not achieve as much as they should.
- Disadvantaged pupils benefit from the tailored support for both their academic and personal development, enabling them to become confident learners. They do not achieve as well in writing as they do in reading and mathematics.
- Teachers provide helpful support to pupils with SEND to enable them to become successful in their learning. They are particularly diligent in providing close and effective support for those pupils with emotional needs.
- The teaching of reading, including phonics, is a strength of the school. Younger pupils use phonics skills effectively in their reading and writing. Older pupils eagerly read a selection of books at school and at home with confidence and enjoyment.
- Teachers are kind, caring and enjoy working with the pupils in their care. They take the time to listen to pupils and value what everyone has to say. Classrooms are safe environments where pupils are willing to share their ideas without fear or embarrassment if they make a mistake or give an incorrect answer.

## Personal development, behaviour and welfare

**Good**

### Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Leaders ensure that pupils understand how to keep themselves safe from harm, including when using the internet. Pupils have a good understanding of why they should not talk to strangers, of road safety, pedestrian training and the dangers of fire.

Many pupils complete their cycling proficiency test in key stage 2, which provides the skills and develops the confidence they need to ride on local roads.

- Pupils have the opportunity to participate in a wide range of extra-curricular activities. These include a number of sporting activities such as rounders, dodgeball and football. The film-makers' club, and mathematics, writing and cookery clubs are also offered. All pupils can play a school instrument and actively participate in musical performances.
- The school breakfast club develops pupils' literacy skills. They are encouraged to talk about their favourite book and read to adults. Pupils practise the pronunciation of everyday French words by playing card games.
- Staff build positive relationships with pupils. This contributes to pupils feeling safe, happy and well-cared for. Pupils say that bullying or unkindness does not happen often at the school. Pupils know who to approach if they need help or have a problem. They say that any issues are resolved quickly. The school received the Anti-Bullying Alliance gold school award in September 2018 and a diabetic care award.

## Behaviour

- The behaviour of pupils is good.
- Pupils behave well in lessons and around the school, ensuring that the school is calm and orderly. This is because adult expectations are consistently high. Pupils are respectful of one another, polite and courteous with staff, and welcome visitors in an open and friendly manner.
- Pupils say that behaviour is typically good, a view which is shared by teachers and the majority of parents.
- Leaders monitor attendance rigorously and absences are followed up promptly. As a result, attendance is currently in line with the national average and punctuality is also good.
- There have been no fixed-period or permanent exclusions since the headteacher arrived at the school in September 2014.

## Outcomes for pupils

## Requires improvement

- In 2018, the attainment of pupils at the end of key stage 2 was below the national averages in reading, writing and mathematics, making pupils ill prepared for the demands of secondary school. Pupils made average progress in reading and writing, but progress in mathematics was significantly below average and in the lowest 10% of schools nationally. Very few pupils achieved a higher standard.
- In the same year, the attainment of pupils at the end of key stage 1 was above the national average in reading and below the national average in writing and mathematics. In writing, pupils' attainment was in the lowest 10% of schools.
- The proportion of pupils who met the expected standard in the Year 1 phonics screening check in 2018 was above the national average. Pupils' work shows that most apply their phonics skills well to their writing and when reading aloud.
- In 2018, there were too few disadvantaged pupils at the end of key stage 1 and key

stage 2 to comment on. However, the progress of disadvantaged pupils across the school from their starting points varies. Progress is better in reading and mathematics than it is in their writing.

- Over time, teaching does not provide sufficient challenge to enable pupils to work at greater depths of understanding. The proportion of pupils working at greater depth has been below those seen nationally. However, recent changes to teaching are beginning to help those pupils make better progress. Nonetheless, there is still more to do to ensure that they gain greater depth in their learning.
- While pupils benefit from a broad curriculum, they do not develop subject-specific knowledge, skills and understanding in sufficient depth to achieve good outcomes.
- The most able pupils do not always reach the standards they are capable of achieving. Tasks or work set are not always demanding enough to enable these pupils to reach their full potential. Some pupils stated that the work was too easy.
- Pupils with SEND are supported well. The support is focused on improving the progress these pupils make and, as a result, pupils with SEND are now starting to make better progress than they did previously.
- Inspection evidence shows that, across key stage 1 and key stage 2, more pupils are now making better progress due to the better quality of teaching. This represents an improving picture.

### Early years provision

**Good**

- The leader of the early years is knowledgeable about the early years curriculum. She makes regular checks on the quality of provision. Children make good progress.
- Children start early years with skills that are typical for their age, with some that have skills below what is typical for their age. From these starting points, they make good progress so that by the end of Reception the proportion of children who achieve a good level of development is above the national average. This means that they are well prepared for their transition into key stage 1.
- Teaching is effective. Teachers and adults have good subject knowledge. They spot and address misconceptions quickly. Teachers assess children carefully in order to plan activities that build on their existing skills and knowledge.
- Adults interact with the children well to develop their language and other skills. Children talk to adults, describing their work and play. Adults ask questions sensitively, to develop children's understanding and develop their learning.
- The teaching of phonics is well delivered. Phonics sessions target the specific needs of individual children. They make good progress in developing their understanding of reading and letter sounds.
- The outdoor learning environment provides children with daily opportunities to develop their gross and fine-motor skills. Children are well-behaved and show an obvious enjoyment in their learning. For example, a group of children were totally absorbed counting the plastic ducks in the water, and when they mixed sand and water together to make a cake.
- Engagement with parents is strong. Teachers involve parents in their children's

learning by sharing examples of their children's learning in an electronic journal. Workshops for parents are well attended and enable close partnerships between home and school.

- Transition arrangements are well organised. The early years lead visits local pre-school settings to collect information about children entering the school. The care that adults provide children on their arrival swiftly sets the tone and ensures that children feel safe, comfortable and happy in their new environment.
- Safeguarding practices in the early years are effective.



## School details

Unique reference number	120811
Local authority	Norfolk
Inspection number	10053113

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

Type of school	Primary
School category	Community
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	72
Appropriate authority	The governing body
Chair	Kim Whitlock
Headteacher	Sharon Nour
Telephone number	01328 701357
Website	<a href="http://www.greatdunham.norfolk.sch.uk">www.greatdunham.norfolk.sch.uk</a>
Email address	<a href="mailto:head@greatdunham.norfolk.sch.uk">head@greatdunham.norfolk.sch.uk</a>
Date of previous inspection	17 January 2018

## Information about this school

- The school had a section 8 inspection in January 2018. The inspection identified some priorities for improvement which the school was advised to address. It was recommended that the school's next inspection be a section 5 inspection.
- The school is smaller than the average-sized primary school, with three mixed-age classes. The very large majority of the pupils are White British.
- The proportion of pupils who speak English as an additional language is lower than in the average primary school.
- The proportion of disadvantaged pupils who are known to be eligible for free school meals is lower than the national average.
- The proportion of pupils with SEND is higher than the national average. The proportion of pupils with an education, health and care (EHC) plan is lower than the national average.

- The headteacher started at the school in September 2014.
- The school offers breakfast and after-school clubs.

## Information about this inspection

- The inspector observed teaching and learning in all classes jointly with the headteacher.
- The inspector scrutinised samples of pupils' work in lessons and conducted a work scrutiny.
- The inspector spoke with senior leaders, middle leaders, members of the governing body, a representative of the local authority and a group of pupils formally.
- Pupils were spoken to informally at lunchtime, breaktime and in classes.
- The inspector spoke with parents at the beginning of the school day and end of the school day.
- The inspector took into consideration 12 responses to the Ofsted staff questionnaire, 45 responses to Ofsted's online survey, Parent View, and 45 free-text responses. There were no Ofsted pupil questionnaire responses.
- Information was considered relating to the school's self-evaluation and improvement plans, safeguarding, pupils' achievement, the curriculum, the external work of agencies with the school, pupils' attendance and behaviour.

## Inspection team

Stefanie Lipinski-Barltrop, lead inspector

Her Majesty's Inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Raising concerns and making a complaint about Ofsted', which is available from Ofsted's website: [www.gov.uk/government/publications/complaints-about-ofsted](http://www.gov.uk/government/publications/complaints-about-ofsted). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

In the report, 'disadvantaged pupils' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route. [www.gov.uk/pupil-premium-information-for-schools-and-alternative-provision-settings](http://www.gov.uk/pupil-premium-information-for-schools-and-alternative-provision-settings).

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](http://www.parentview.ofsted.gov.uk), or look for the link on the main Ofsted website: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted).

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 and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at [www.gov.uk/ofsted](http://www.gov.uk/ofsted).

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2019