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Mr G Chambers
Headteacher
Scarning Voluntary Controlled Primary School
Dereham Road
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NR19 2PW

Dear Mr Chambers

Ofsted monitoring of Grade 3 schools: monitoring inspection of Scarning Voluntary Controlled Primary School

Thank you for the help which you and your staff gave when I inspected your school on 10 February 2011, for the time you gave to our phone discussions and for the information which you provided before and during the inspection. Please also pass on my thanks to staff, pupils and governors.

Since the last inspection the school has implemented a number of significant changes. A new Key Stage 1 coordinator has now been appointed with responsibility for monitoring and improving progress. A new governing body is now in place, and this includes a new Chair. In addition, responsibilities for individual staff have been clarified and the local authority has brokered collaborative arrangements with a nearby good school so that good practice can be better shared. The school's roll has remained similar to last year.

As a result of the inspection on 9 December 2009, the school was asked to address the most important areas for improvement which are set out in the annex to this letter. Having considered all the evidence I am of the opinion that at this time the school has made satisfactory progress in making improvements and satisfactory progress in demonstrating a better capacity for sustained improvement.

Outcomes have improved since the last inspection. Attendance has risen and persistent absence fallen to well below the national average. In Key Stage 1, the decline in standards has been halted. Furthermore, the school's own assessment data indicate that the gap between the school and national averages is narrowing. In Key Stage 2, progress accelerates resulting in standards that are now close to national average, though higher for science. Differences in the attainment of boys and girls exist, but there is no consistent difference over the years. Pupils with



special educational needs and/or disabilities make progress that is comparable to their peers.

The extent to which pupils are given opportunities to understand issues around cultural diversity has improved. Changes to the curriculum have included visits from ethnic performers and associated themed events. More global themes are now incorporated, for example a Year 6 online project with a school in Ghana. Themed assemblies are now commonplace and the school's council are now elected so that pupils have a greater awareness of issues around citizenship.

The use of information about pupils' progress is now well established throughout the school and is giving accurate information on how well individuals and groups of pupils are performing. Pupils are clear about what they need to do to improve and this is accurately noted in their written work. Teaching has improved and teachers are benefiting from improved sharing of best practice and by observing their peers in the partner school. In class, pupils learn well together and apply themselves effectively to their work. The lesson observation system is used systematically but pays insufficient attention to learning and standards reached in class.

The school's self-assessment is realistic and identifies many of the areas for improvement. The governing body sets the school challenging targets and monitors progress towards them, although this is not always well documented and sometimes lacks appropriate timescales. Performance management has improved so that staff now have clearer targets. Since the last inspection the local authority has provided satisfactory support. This has included the use of a literacy specialist and the brokering of collaborative arrangement with a nearby good school.

I hope that you have found the inspection helpful in promoting improvement in your school. This letter will be posted on the Ofsted website.

Yours sincerely

Ian Seath

Her Majesty's Inspector

Annex

The areas for improvement identified during the inspection which took place in December 2009.

- Improve the quality and quantity of pupils' written work by ensuring that teaching strategies support consistently clear and high expectations of all pupils.
- Extend pupils' personal and social skills by giving them more opportunities to understand citizenship and the cultural diversity of contemporary Britain.
- Make more rigorous use of information about pupils' progress in Key Stage 1 by ensuring that there is a clear and formalised responsibility allocated for this.