

# Salhouse Voluntary Controlled Primary School

Inspection report

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<b>Unique Reference Number</b>	121053
<b>Local Authority</b>	Norfolk
<b>Inspection number</b>	358914
<b>Inspection dates</b>	27–28 September 2010
<b>Reporting inspector</b>	Judi Bedawi

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

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<b>Type of school</b>	Primary
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	101
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	John Fielder
<b>Headteacher</b>	Karen Dukes
<b>Date of previous school inspection</b>	5 December 2007
<b>School address</b>	Cheyney Avenue Salhouse, Norwich NR13 6RJ
<b>Telephone number</b>	01603 720402
<b>Fax number</b>	01603 720402
<b>Email address</b>	office@salhouse.norfolk.sch.uk

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## Introduction

This inspection was carried out by two additional inspectors. The inspectors observed six teachers in nine lessons or parts of lessons and visited the onsite out-of-school childcare setting. The inspection team held meetings with pupils, governors, school and childcare staff and had a telephone discussion with the school improvement partner. They observed the school's work, and looked in detail at pupils' books, a range of school documentation, policies, monitoring records and data on pupils' attainment. The inspectors received and analysed 35 parental questionnaires.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- What the reasons were for the low end-of-Year 6 test results in 2009.
- How effectively does the school monitor and review school records?
- How well do pupils behave?

## Information about the school

Salhouse is a small semi-rural primary school with Early Years Foundation Stage Reception Class provision that has some shared accommodation with Year 1. Pupils are currently taught in mixed-age classes. 'Out-of-school' childcare provision, with the headteacher as the registered person and overseen by the governing body, includes breakfast, after-school and holiday sessions. Pre-school sessions for children between the ages of three and four years old, have just started. Almost all pupils have White British backgrounds with a few individuals from minority ethnic groups. There is an average proportion of pupils with special educational needs and/or disabilities, with an above average proportion having a statement of special educational needs. Moderate learning and speech and language difficulties predominate, with a small proportion having autistic spectrum disorders or behavioural difficulties. A few have medical conditions. The school has the Healthy Schools and the Active Mark 2010 awards. In September 2010, the headteacher supported by the governing body, Diocese and the Local Authority, became executive headteacher of a soft federation with Neatishead primary school.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**2**

**The school's capacity for sustained improvement**

**2**

## Main findings

This is a good school. Pupils arrive in with huge smiles eager to learn and discover more skills. The friendly yet purposeful environment is well-focused on promoting learning. Parents value the education, 'out-of-hours' childcare provision and support their children receive, typically commenting, 'It is a lovely school in every way.' and 'Out-of-school cover is very flexible, especially for working parents.'

The experienced headteacher is well supported by her staff team, in moving the school on at a good pace. The governing body is strongly committed to the school. Due to their efforts long-term accommodation issues have been successfully resolved. Although they ask questions of senior leaders, governors do not focus sufficiently on their monitoring, evaluation and review of standards, teaching and learning.

In the three years prior to 2010, attainment has been above average and pupils have made good progress. In 2010, preliminary end of Year 6 results show that standards dropped, particularly in writing. Fewer more-able pupils achieved higher levels in writing, although they did gain higher levels in reading and mathematics. The pupil cohort involved started school at below age-related expectations with a higher proportion of pupils with special educational needs and/or disabilities who, with well focused support, made good progress from their lower starting points. Additionally, mobility was high and there were Year 6 staff changes. Year 2 assessments were not affected. Pupils currently in Year 6 and across the school are making good progress; their attainment is above average. There is already rapid recovery from the lower results, aided by good use of assessment that quickly identifies pupils needing additional support to improve their progress.

Pupils work hard, challenged by well-planned activities, good teaching and a curriculum that stimulates their desire to do well. Their behaviour in lessons is consistently good. Although they feel safe, pupils mention occasional instances of playtime bullying. These are addressed well when, and if, senior staff are told. Pupils enjoy sports and staying healthy. The school council operates well, with Year 6 candidates delivering campaign speeches to the 'electorate' for the 2010 council in a special assembly. Pupils have a good awareness of community in school and beyond their own area.

Pastoral care, support and guidance are good and central to the school's work in supporting learning and personal development. Aspects such as attendance and behaviour are monitored closely but there are inconsistencies in the keeping, maintenance and monitoring of a minority of individual pupils' records in recording external agency support.

Senior leaders and other staff know the school's strengths and weaknesses well. Good school development and subject action plans ensure that the school continues its upward drive. Pupil outcomes, standards, teaching and leadership are good and previous issues resolved. As a result capacity to further improve is good.

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

- Raise standards in writing by:
  - providing more challenging targets, particularly for more-able pupils developing pupils' independent, extended and creative writing skills.
- Improve the quality of welfare-related records by;
  - ensuring that they are clearly kept and easy to track, with up-to-date information always recorded
  - regular monitoring, evaluation and review by senior managers to ensure any actions needed are taken promptly.
- Develop the governing body's skills in monitoring and evaluation to more closely focus on pupil's standards, progress and the quality of teaching and learning.

## Outcomes for individuals and groups of pupils

2

Pupils enjoy school, participate well in learning and in after school activities, so that they make good progress, academically and socially. Attendance is satisfactory as a small proportion of families take term time holidays and this limits the progress these pupils make.

Lessons proceed at a good pace and progress is good. Pupils rise to the challenges set by their teachers in mathematics and reading, and concentrate well to reach their targets, often working independently. More-able pupils sometimes find that their writing targets do not sufficiently challenge them. The development of basic skills and pupils' ability to transfer them to other areas are good. Pupils of all abilities and needs mostly achieve well, including those with special educational needs and/or disabilities who have much lower starting points. There are currently no significant differences between the performance of different groups. Pupils find learning fun. This was observed in a Year 6 history lesson set in a 'Victorian' classroom. Girls and boys lined up and sat separately in class. The teacher reminded them that 'children were seen but not heard.' They saw how the cane was a prominent feature of learning; to keep time when reciting tables and to reinforce 'punishment' and 'obedience'. Dramatic role play caused pupils to consider in excellent final discussions if they would have enjoyed Victorian school life. The whole class were shocked at the low status of women and this led to good comparisons of gender equality.

Behaviour is satisfactory overall but is much better and well managed in lessons. A small proportion of pupils say that behaviour is not as good at play times, although they agree that the headteacher resolves difficulties well. Two fixed-term exclusions last year, with pupils who have now left, occurred in the playground. Pupils relish responsibility and are proud of their school council, inviting governors to attend so pupils have a say in school developments. They are regularly involved in community events, have a broad understanding of life in the United Kingdom and through their growing links and fundraising to support a school in Gambia, the school has gained recognition in an intermediate International Schools Award.

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*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	2
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>3</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>2</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

## How effective is the provision?

Teamwork is a clear strength of the good quality teaching. All staff are well trained to meet the individual needs of pupils, including those with special educational needs and/or disabilities, some of whom have multiple needs. Subject knowledge and good questioning feed pupils' thirst for knowledge. In most lessons, every minute is used productively so that much is learnt and remembered by pupils. Assessment is thorough. What pupils must do to improve is shared with them. This is through the setting of challenging targets, although this does not include writing targets for the more-able. Verbal and written marking is helpful and enables pupil's to improve their work. There is a lot of shared humour in lessons that enhances pupil's enjoyment. This continues in the 'out-of-school' sessions led well by play leaders who provide activities to suit children's and pupil's interests within a friendly and supportive play environment. This provision enriches the good curriculum which is broad and well adapted to meet a wide range of individual needs in class and through well-targeted intervention support for pupils identified as falling behind, or who have gaps in their learning. Extended creative writing, following the fall in end of Year 6 tests, is highlighted for a whole school focus, as is a higher level of challenge for more-able pupils. Information and Communication Technology is a strength and well embedded and used in other subjects. The Forest school is establishing well and pupils enjoy personal development sessions in the large Native American Tepee. They also enjoy mathematics, learning French, meeting and talking to visitors and visits linked to

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their topic work. Older pupils in Years 5 and 6 develop previously undiscovered skills and interests as a result of their residential experience.

Parents value the good pastoral support in school and in the extended childcare provision, typically saying 'The school provides a caring, kind and stimulating environment for our children.' They know their children are safe and well looked after within the school. Staff know families well, in the close-knit community. The school works steadily so that barriers to learning are reduced and is particularly successful at providing the right sort of support for pupils with special educational needs and/or disabilities by linking with external expertise. Although monitoring of attendance and behaviour is good, the maintenance of a minority of individual pupil's records satisfactory because they are not always recorded clearly or updated often enough. Attention to health and safety procedures is good. Pupils feel secure about moving on because they and their parents are fully involved in the transition procedures.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	2
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

## How effective are leadership and management?

The experienced headteacher and staff work closely together and are well focused on the drive to raise standards and to improve the work of the school where it is needed. This is well supported by the governing body: governors regularly visit and support the school. They have yet to extend their overview of academic matters by monitoring more closely how pupils progress and the impact of teaching on learning. Leadership and management of the 'out-of-school' provision, the qualifications and skills of staff and the addressing of previous childcare report issues are good. Required standards are met. Staff, including subject leaders now have good quality action plans in place to address the predicted drop in Year 6 results in summer 2010. They plan together - this is good practice.

Safeguarding is satisfactory and meets government requirements. There are strengths in health and safety aspects. Those pupils and families whose circumstances make them more vulnerable are clearly identified and provided with sound support. Parental and other partnerships are strong. Parents recognise and value the education their children receive and are made most welcome when they visit. Other partnerships have just extended to include the new partner primary school. There are positive curriculum links and shared staff training courses within the local school cluster which reduce costs.

Community cohesion is good. There is a good action plan which sets out achievements and next steps. Pupils are well involved in their local community events. They have a good awareness of life and society in the United Kingdom with links to a school in a more diverse community; the curriculum also develops their understanding. Pupils are

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enthusiastic about links with a primary school in Gambia and are considering ways to improve communications. Equality of opportunity is good: pupils are treated fairly, helped to succeed and know that discrimination is unacceptable.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>3</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>3</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## Early Years Foundation Stage

Children get off to a good start to learning through play, and settle well into school routines. This is due to the warm relationships and encouragement from experienced staff who understand their needs. Most but not all children have pre-school experience; it is hoped that this will increase with the new pre-school group in the childcare setting. Children enter the Reception class with knowledge, skills and understanding that are greater than those typical for their age. Children make good progress from their starting points; those with special educational needs and/or disabilities also make good progress because their specific needs are identified early. Activities are imaginatively planned and there is a good balance of child-led and adult-directed learning. Children enjoy developing their skills and using new technology. They enthusiastically record their counting and other ideas on speech bubble shaped recorders. This has a positive impact on their speaking and listening skills and is a good aid to the ongoing daily assessment of progress by all staff. The shared learning areas in the Reception that extend to Year 1 provide younger children with good role modelling as they see how older children behave and learn. Provision is good, including the use of the conservatory leading into a secure outdoor area. Planning for outside activities sometimes does not link closely enough to indoor activities or themes. Resources are child accessible and this encourages independence well. The leadership and management of the Early Years Foundation Stage are good with all staff involved in forward planning, decision making and opportunities to develop their professional skills through training. Parents are welcomed as partners in their children's learning.



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*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
Taking into account:	2
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

## Views of parents and carers

Of the parents who responded to the questionnaire, almost all agree that their children enjoy and are safe at school, that they have healthy lifestyles and make enough progress so that their needs are met. They also agree that teaching, leadership and management and the way their suggestions are heard are good and they are satisfied with the education their children receive. A few parents felt that behaviour, information about their children's progress and the way that they are supported in helping their children to learn, could be improved. Inspection findings show that behaviour is satisfactory and inspectors agree with the minority view that there is room for improvement at playtimes. In all other aspects the inspectors agree with parents' largely positive views.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Salhouse Voluntary Controlled Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school. The inspection team received 35 completed questionnaires by the end of the on-site inspection. In total, there are 101 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	26	74	8	23	1	3	0	0
The school keeps my child safe	25	71	9	26	1	3	0	0
My school informs me about my child's progress	16	46	17	49	1	3	0	0
My child is making enough progress at this school	16	46	18	51	1	3	0	0
The teaching is good at this school	20	57	14	40	0	0	0	0
The school helps me to support my child's learning	17	49	16	46	1	3	0	0
The school helps my child to have a healthy lifestyle	22	63	12	34	1	3	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	17	49	13	37	0	0	0	0
The school meets my child's particular needs	21	60	13	37	1	3	0	0
The school deals effectively with unacceptable behaviour	21	60	11	31	1	3	0	0
The school takes account of my suggestions and concerns	20	57	14	40	1	3	0	0
The school is led and managed effectively	22	63	12	34	1	3	0	0
Overall, I am happy with my child's experience at this school	25	71	9	26	1	3	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2009 to 31 March 2010 and are the most recently published data available (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)). Please note that the sample of schools inspected during the autumn and spring terms 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



29 September 2010

Dear Pupils,

**Inspection of Salhouse Voluntary Controlled Primary School, Norwich, NR13 6RJ**

Thank you for giving us a warm welcome when we visited your good school recently. You helped us to do our job, telling us about the way your school works. You like learning and work hard. You like your teachers and enjoy mathematics, physical education, using the computers and interactive white boards. You also enjoy English, although you need to work on imaginative writing more. We think that you behave sensibly in lessons, but agree with you that you could behave better at playtimes. Some of you are taken on holidays in term time by your families, so you miss some good learning and may fall behind with work.

You get on well at school because all the adults are good at helping you to learn and care for you well.

Your headteacher and the staff want to make your school even better. I have asked them to:

- help you improve your writing so that you write longer pieces of work independently and use your imagination more
- provide harder targets for those of you who find writing easy
- help the governors to check how well you are progressing in lessons so they have an even better understanding of teaching and your learning.

You can help by doing more writing and by talking to the governors about your work so they understand more about your learning and progress.

I hope you continue to enjoy your time at Salhouse.

Yours sincerely

Judi Bedawi

Lead inspector

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