

# Cantley Primary School

## Inspection report

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<b>Unique Reference Number</b>	120797
<b>Local Authority</b>	Norfolk
<b>Inspection number</b>	358846
<b>Inspection dates</b>	16–17 June 2011
<b>Reporting inspector</b>	Robert Greatrex

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

The registered childcare provision, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	84
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Jenny Stafford
<b>Headteacher</b>	Hayley Smith
<b>Date of previous school inspection</b>	9 October 2007
<b>School address</b>	School Lane Cantley NR13 3SA
<b>Telephone number</b>	01493 700308
<b>Fax number</b>	01493 700308
<b>Email address</b>	office@cantley.norfolk.sch.uk

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<b>Age group</b>	4–11
<b>Inspection dates</b>	16–17 June 2011
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<b>Registered Childcare provision</b>	EY292378 Cantley Nursery
<b>Number of children on roll in the registered childcare provision</b>	16
<b>Date of last inspection of registered childcare provision</b>	Not previously inspected

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<b>Age group</b>	4–11
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## Introduction

This inspection was carried out by two additional inspectors. Inspectors observed 11 lessons or parts of lessons. They saw the work of four teachers, and learning support assistants and nursery staff working with classes, groups or individual pupils. Inspectors held meetings with pupils, staff, senior leaders and members of the governing body. The inspectors observed the school's work, and looked at external monitoring reports, data about pupils' performance, development planning and safeguarding documentation. The inspection took account of the responses from questionnaires from 61 parents and carers, as well as those from school staff and pupils.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- Are the needs of both sexes fully met in those year/class groups where numbers are disproportionate?
- Are the school's links with contrasting communities sufficient to prepare pupils for life in a multicultural society?
- How does the school ensure all pupils, both those nearby and those further afield, have equal access to all opportunities, including extra-curricular activities and induction arrangements?
- Through the marking policy and other assessments, do pupils have a clear understanding of what they have achieved and the next steps in their learning?
- Are parents and carers fully informed and active participants in their children's education and progress?

## Information about the school

Cantley Primary School is much smaller than most primary schools. Nearly all pupils come from White British families. The proportion of pupils with special educational needs and/or disabilities is below average, but the proportion with a statement of special educational needs is much higher than average. These pupils have a range of needs including autistic spectrum disorder, speech language and communication, specific and moderate learning difficulty and behavioural, emotional and social difficulty. The proportion of pupils who speak English as an additional language is very low. The percentage of pupils known to be eligible for free school means is broadly average.

Children can join the Nursery when they are two and transfer to the Reception class when they are four.

The school has achieved the International Schools Award.

**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

Cantley Primary is a good school fully meeting its aim that pupils enjoy, 'learning, friendship and fun'. It is popular with parents and carers so about half the pupils come from outside the catchment area. Parents and carers are very positive about the school; 61 questionnaire responses were received and no parents or carers disagreed with any question. Comments such as, 'My son adores his school', 'This is an excellent school with the children's best interests at heart' and, 'I have two happy children and wouldn't go anywhere else,' are typical responses. All staff and pupils are equally positive, everyone agreeing that the school is effective. Although the headteacher is retiring, she has built a very successful team that works very well together. Governors, too, are far more pro-active than at the time of the last inspection. They are systematic and methodical, striking a good balance between supporting the school and holding it to account. All areas for improvement from the last inspection have been met fully. Consequently, the school's capacity to improve further is good.

Each pupil's progress is carefully tracked as they move through the school and any necessary curriculum modification quickly put in place. Consequently, pupils of all groups are working at the right level and make good progress year-on-year. Those with special educational needs and/or disabilities learn well because they are given activities starting from their interests. Their curiosity is aroused and they become engrossed. Their various needs are effectively met because staff know pupils very well, tailor tasks to meet their specific needs, and show a good understanding of when to step in, and when to step back. Those who speak English as an additional language do well because they receive good support from teachers and learning support assistants. Pupils who are struggling in a particular subject, or excelling, work alongside younger or older pupils so that the tasks they are given also closely match their needs.

Everyone remarks on the excellent 'family feel' of the school. Parents and carers are right to state that every pupil is an individual whose needs are fully catered for; for example, 'The school pays particular attention to each child's individual needs, I have a talented child who has been helped to reach the next level and another who is given the motivation to catch up'.

Staff and pupils share an excellent sense of school community. Pupils make an outstanding contribution to the school, village and local communities and have a strong sense of their own identity within these groups. All pupils contribute and participate fully. They have a real voice in the school and make a strong impact on many decisions that affect them, for example after-school clubs and the lunch menu. As a result, their understanding of democracy is very good. They willingly give their views and fully participate in village events and activities. Pupils plan, create, write and deliver a village newsletter. Pupils are rightly proud of their charity work. They have a strong commitment

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to helping those less fortunate than themselves, for example through their own efforts raising the money necessary to support a child in Africa. Through the 'International Schools Award' pupils are beginning to broaden their understanding but they have few chances to interact with contrasting communities. They remain relatively unaware of wider society and not very well equipped for life in a multicultural society.

Pupils have excellent attitudes to learning and come to lessons keen and eager to apply themselves. Attendance is high. Because the range of activities offered in the curriculum and after school is very wide, relevant to their lives, engaging and interesting, they respond enthusiastically and show a real 'thirst' for knowledge. Their very positive relationships with teachers and learning support assistants are the basis of the good learning that takes place. The pace of learning is slowed a little because pupils do not know clearly, at the start of lessons, what they are expected to achieve by the end. Marking gives pupils a clear understanding of what they have achieved, but rarely points them in the direction of the next steps they need to take.

Part of the success lies in the thoroughness of evaluation of all aspects of school life. For example, pupils' take-up of after-school clubs is analysed so that the school knows all groups, such as girls, boys, those living further afield and pupils with special educational needs and/or disabilities, are attending equally. Any variation leads to a quick response by the school so that all pupils are able to access this excellent range of activities. The new marking policy, once agreed and implemented, was evaluated by governors through discussions with pupils and analysis of their books. As a result, the school has an accurate understanding of its strengths and areas for improvement, which drives further development well.

Excellent use is made of the school grounds to enhance pupils' learning. An assembly about global warming, for example, had a real spiritual feel as pupils sat in the pavilion, at one with the world around. During the inspection, pupils also made good use of the outdoor theatre when recording video clips for their 'Father's Day' gift.

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

- Improve the quality of learning by:
  - ensuring pupils have a clear understanding of what they should look to achieve during each lesson
  - including next steps in learning more regularly in marking of pupils' work.
- Establish links with contrasting communities, nationally and internationally, to better prepare pupils for life in a multicultural society.

## **Outcomes for individuals and groups of pupils**

**2**

Attainment is above average in English and mathematics at the end of each key stage. Reading is a particular strength because staff, volunteers and parents and carers emphasise and help pupils to practise their reading skills daily. Writing has improved over the past few years because skills are now practised in very relevant and interesting tasks such as Year 6 script-writing and an innovative and imaginative club for reluctant writers. Good opportunities, for example to run a shop, contribute to the development of pupils' good basic skills.

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Pupils say, and parents and carers confirm, that they feel safe in school because they are very confident staff would listen to them if they were worried, and believe staff care for them well. They say pupils generally play and work together harmoniously, but that they know what to do if they feel otherwise. They enjoy school greatly and consequently their attendance is very high. Parents and carers say their children cannot wait to get to school in the morning. The vast majority behave well, both in class and around the school generally. Even the youngest help when they see something that needs doing. The few pupils who sometimes struggle with their behaviour receive good guidance. Pupils have a good understanding of healthy lifestyles, for example the importance of a balanced diet. School meals are very popular and the pupils look forward to cook's homemade biscuits each Friday. Pupils' understanding of drug use and misuse is good. Spiritual, moral, social and cultural development is good overall. Social development is enhanced well by meaningful activities in mixed-age 'friendship groups' that work closely together during events such as 'science week'.

*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>2</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>1</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>	1
<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?**

Teaching is effective because the interesting range of activities provided arouses pupils' interest and curiosity so they want to learn. Teachers use a wide range of differing approaches, each suitable for purpose. They make particularly good use of technology to bring learning alive. Tasks are very closely matched to pupils' levels. In a Year 3 and 4

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mathematics lesson, for example, the several different warm-up activities ensured all groups were working at the optimum level, most responsible for organising themselves. While lessons are well constructed, pupils are rarely told clearly what they need to achieve to meet the objective of the lesson. Marking is very thorough and gives pupils an in-depth understanding of what has been achieved. However, useful 'next steps' to guide pupils in how to improve further are less frequently given.

The curriculum offers pupils an outstanding range of activities to hone their skills and develop their interests. This can, however, lead to some 'busy' lessons when several different activities are happening simultaneously so pupils struggle to concentrate. The breadth of the curriculum demonstrates the positive 'can-do' attitude of staff. For example, because there are too few pupils to make a residential visit economically practical, staff link with another school to make it possible. Every opportunity is taken to give pupils worthwhile experiences. When visiting a London museum, staff carefully planned the route taken to include many landmarks.

Pupils of all backgrounds and abilities, including those whose circumstances might make them vulnerable, thrive because care is excellent and they are fully included in school life. Much is done to widen these pupils' life experiences. Transitions are handled very carefully so that pupils move into, through and from the school very smoothly. Home visits and 'taster' sessions help those starting Nursery and Reception to settle quickly. Pupils who join at other times are equally well supported. As one parent stated, 'My son was helped to settle in straight away, like he had always been here'.

*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>1</b>

## How effective are leadership and management?

The headteacher has largely succeeded in achieving the goal she set herself; 'to create the school I would have wanted for my child'. The involvement of all staff leads to a real sense of teamwork and shared vision.

Governance is good and is more effective than at the time of the last inspection. The governing body is well managed, for example using a skills audit to ensure that expertise is used effectively. In finance, for example, governors with accountancy skills lead the committee. A systematic approach to school review gives the governing body the information it needs to make informed decisions, and supports school improvement well.

The partnership with parents and carers is very close and gives pupils a real sense that all adults caring for them work closely together. This in turn gives them greater confidence. The head regularly meets with focus groups of parents and carers to gather their views.



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This is a useful innovation clearly helping to drive school improvement. Although parents and carers receive a good range of information about how their children are doing in school, they would like more regular information about their children's targets and how they can support their children to reach them.

Partnerships with other schools are beneficial, for example giving staff opportunities to train together and discuss similar concerns.

The school thoroughly evaluates everything it does to ensure all pupils have equality of opportunity. Any shortcomings lead to a 'raising attainment plan' specifically aimed at addressing that area. Safeguarding is satisfactory. Staff and governors are trained appropriately and all adults are checked to ensure they are safe to work with pupils. Risk assessments are comprehensive. Money is spent wisely, for example a very good number of staff supports pupils learning well and ensures the school is effective.

*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>2</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>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## Early Years Foundation Stage

Children enter the Nursery with a wide range of experiences and aptitudes. Many have limited speaking and listening skills. Much is done to offer a 'language-rich' environment so children quickly develop. Childcare complies with requirements for registration. Nursery children do well partly because activities are thoughtfully planned to start from their interests and emerging abilities. Consequently, curiosity is aroused and children quickly engage in purposeful learning. This continues into Reception, particularly to 'grab' the interest of pupils with special educational needs and/or disabilities.

Children enter Reception with skills that are broadly in line with age-related expectations, although the various strands of language and social and emotional skills are often below this. Attitudes to learning are very good. As soon as they arrive, children are quickly

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engrossed in a good variety of worthwhile activities, alone or with a particular friend. This continues throughout the day. They cooperate particularly well with staff so that learning is productive. Activities are fun and interesting; during the inspection, children took turns taking on the role of Cinderella, answering other children's questions so that they extended their own understanding of the character and story.

Good progress throughout the Early Years Foundation Stage means that children attain standards above those expected by the time they enter Year 1.

Leadership and management are good so both Nursery and Reception have clear and well-thought-out development plans based on accurate self-review. Staff in both classes work well together and share ideas. In both Nursery and Reception, careful assessment of children's progress ensures they have activities well matched to their needs. Careful planning in Reception limits the impact on the class of the restricted access to the outdoors.

*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:	
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

The number of questionnaire responses from parents and carers was very high and consequently gives an accurate picture of their views. Particularly impressive is the overwhelmingly positive response. Apart from an occasional blank response, all parents and carers strongly agreed or agreed with every statement. Written comments were equally positive. One parent raised a concern regarding the school's expectations that pupils eat all of the food they are given, whether for lunch or snack. Inspectors saw no evidence of this but it was raised in discussion with the school.

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

Ofsted invited all the registered parents and carers of pupils registered at Cantley 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 61 completed questionnaires by the end of the on-site inspection. In total, there are 84 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	57	93	4	7	0	0	0	0
The school keeps my child safe	56	92	5	8	0	0	0	0
My school informs me about my child's progress	45	74	15	25	0	0	0	0
My child is making enough progress at this school	50	82	11	18	0	0	0	0
The teaching is good at this school	53	87	8	13	0	0	0	0
The school helps me to support my child's learning	50	82	11	18	0	0	0	0
The school helps my child to have a healthy lifestyle	55	90	6	10	0	0	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)	49	80	9	15	0	0	0	0
The school meets my child's particular needs	48	79	12	20	0	0	0	0
The school deals effectively with unacceptable behaviour	52	85	7	11	0	0	0	0
The school takes account of my suggestions and concerns	45	74	15	25	0	0	0	0
The school is led and managed effectively	52	85	9	15	0	0	0	0
Overall, I am happy with my child's experience at this school	55	90	6	10	0	0	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	46	48	6	0
Primary schools	6	47	40	7
Secondary schools	12	39	38	11
Sixth forms	13	42	41	3
Special schools	28	49	19	4
Pupil referral units	14	45	31	10
All schools	10	46	37	7

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 2010 to 31 December 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2010/11 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.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

## 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.**



20 June 2011

Dear Pupils,

**Inspection of Cantley Primary School, Cantley, NR13 3SA**

Thank you for the friendly welcome you gave us when we inspected your school, and for sharing your thoughts and ideas. Thanks also to those of you who completed the questionnaire for us. You were very positive about your school. All of you feel your headteacher and senior staff do a good job, that all adults in your school care about you and are interested in your views. All of you also said that you feel safe and your school helps you to be healthy. We agree with you, Cantley Primary is a good school. In particular, we found that:

- staff care for you exceptionally well
- you have excellent attitudes to learning; you persevere when lessons are hard and always do your best
- your attendance at school is very high
- you play your part wonderfully well in the life of your school and your villages
- both in lessons and after school you enjoy the wide range of activities.

We have asked your school to make two improvements.

When teachers mark your work, they more regularly give you helpful guidance about how you can improve further

Staff help you to prepare better for life in our multicultural society.

You can help too, by continuing to do your best in everything you do.

We hope you enjoy the many exciting activities your staff have planned for you during the remainder of term. Whether you are returning to Cantley in September or going onto high school, we wish you good luck in the future.

Yours sincerely

Robert Greatrex  
Lead Inspector

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