

# Catfield Voluntary Controlled Church of England Primary School

## Inspection report

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<b>Unique Reference Number</b>	121103
<b>Local Authority</b>	Norfolk
<b>Inspection number</b>	380164
<b>Inspection dates</b>	3–4 November 2011
<b>Reporting inspector</b>	Judith Dawson

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>	48
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Angie Johnson
<b>Headteacher</b>	Mary Blackie
<b>Date of previous school inspection</b>	24 November 2008
<b>School address</b>	School Road Catfield Great Yarmouth NR29 5DA
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<b>Age group</b>	4–11
<b>Inspection date(s)</b>	3–4 November 2011
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## Introduction

This inspection was carried out by an additional inspector. She observed three teachers teach six lessons and held discussions with pupils, members of the governing body and staff. She observed the school's work, and scrutinised a range of documentation including the school's procedures for safeguarding pupils; its self-evaluation and plans for improvement; pupils' work; the school's tracking of pupils' progress; and teachers' planning. She also analysed 18 parental questionnaires.

The inspector reviewed many aspects of the school's work. She looked in detail at a number of key areas.

- Do the school's assessments of pupils' learning demonstrate that individual pupils are making the expected progress, both in their academic work and their personal and social development?
- Have the changes in the way the curriculum is planned helped to improve pupils' writing?
- What impact have the schools' systems for guiding and supporting pupils had on their attitudes to learning and overall progress?
- Is the school successfully maintaining effective provision for pupils during this period of temporary teachers in Key Stage 2?

## Information about the school

This rural primary school is much smaller than average. The proportion of pupils known to be eligible for free school meals is smaller than in most schools. Almost all pupils are of White British heritage and none speaks English as an additional language. The proportion of pupils with special educational needs and/or disabilities is above average and a number of pupils have a range of personal, emotional and behavioural challenges. At the time of the inspection, one teacher had been absent from school since September and another was taking family leave. Also, the headteacher had taken on additional responsibilities and become the executive headteacher of two other very small local schools. There is an independent pre-school playgroup on the school site which also provides before-school care. This will be inspected separately. The school holds a range of awards including National Healthy schools status and the Eco Silver 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?**

**3**

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

**3**

## Main findings

The school provides its pupils with a satisfactory education. The pastoral care, guidance and support for each pupil are good. There are significant strengths in the way the school works with families and other agencies to support pupils who are going through periods of difficulties in their lives. The curriculum for pupils' personal and social development is fully embedded throughout the school. As a result, pupils say that they feel extremely safe in school. They behave well, have an excellent understanding of how to maintain healthy lifestyles, have a strong sense of community and work hard to protect and enhance the environment. The Healthy schools status and Eco award are a testament to this.

Following a review instigated by the headteacher, the school's results in the Key Stage 2 tests for 2011 have been invalidated. The school's tracking shows that most Year 6 pupils made satisfactory progress. The present cohort has made satisfactory progress and pupils are working within the expected levels for their age. The curriculum has been enriched since the last inspection and pupils have many opportunities to write for a range of purposes across the subjects. The afternoons devoted to art, cooking and the humanities are effective in helping pupils to extend their life skills. However, there is a lack of rigour in the systematic and regular teaching of basic reading and writing skills in Key Stage 2. This means that, although the content of pupils' work is interesting, the presentation, spelling and grammar are often erratic. Teachers' expectations of the quality of presentation and accuracy of pupils' work are not always high enough. Writing is sometimes devalued because of inappropriate use of teacher-generated worksheets and regular rough drafts. Adults have good relationships with their pupils and provide effective support for pupils with special educational needs and/or disabilities, so that they progress as well as their peers. However, the quality of written academic advice for pupils has been inconsistent and pupils are rarely involved in evaluating their work.

Leaders monitor teaching in lessons, identifying points for improvement, although these are not always focused on priorities and the outcomes from previous monitoring. The headteacher and governing body have been swift to ensure that there is the best possible supply cover for the absent teachers. They have an accurate knowledge of the school's strengths and weaknesses and plans for development reflect the school's needs. Initiatives, such as the rigorous measures to address unauthorised absence, have been successful so that, during 2010-11 overall attendance was above average. This demonstrates that the school has a satisfactory potential for future improvement.

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Up to 40% of the schools whose overall effectiveness is judged to be satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

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

- In order to raise attainment and accelerate pupils' progress:
  - make sure that teachers have high expectations of the quality of pupils' written work, limiting the use of worksheets and rough notes
  - ensure that the systematic and regular teaching of phonics (links between sounds and combinations of letters) is extended throughout Key Stage 2
  - in line with the good practice in pockets of the school, provide informative written advice to help pupils know how well they have achieved their task and what they need to do to improve
  - build on the responsible attitudes the pupils have for improving their school by helping them to make informed decisions about how they can improve their learning.
- Ensure that monitoring of teaching and learning focuses on whole-school priorities and teachers' previously identified areas for improvement.

## Outcomes for individuals and groups of pupils

**3**

Pupils start school with broadly expected knowledge and skills for their age, although, with the small cohorts, this varies from year to year. Academic progress throughout the school, for all groups of pupils, is satisfactory and attainment is average at the end of Key Stages 1 and 2. In lessons, pupils behave well, listen to their teachers and work hard, although sometimes they find it difficult to listen to each other. They enjoy working together and often engage in lively debate and discussions. In one lesson, for example, pupils worked together well to generate lists of verbs and adjectives to describe bonfire night. The presentation of their work, although not always up to the standard expected of their age, is at its best in their exercise books. It is often poor on worksheets. In Key Stage 2, some pupils' spelling demonstrates a lack of knowledge of phonics. In Key Stage 1, the systematic teaching of letter combinations ensures pupils read and write accurately, and their work is often well-presented. Pupils with special educational needs and/or disabilities are fully integrated within the class and respond well to their additional support. Their academic progress is satisfactory, but many make good progress in improving their behaviour and attitudes. Pupils thoroughly enjoy the interesting and relevant curriculum. During the inspection, pupils were cooking, learning to use watercolours and making rag rugs among a range of interesting activities. They shared materials amicably and the cooks worked together extremely well, demonstrating a thorough knowledge of nutrition and hygiene.

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Pupils feel extremely well-cared for in school and have an excellent understanding of how to keep fit and eat healthily. They grow, harvest and eat their own vegetables and insisted that fruit trees were planted in the school grounds. Pupils try to walk or cycle to school and participate in a range of sporting activities with other schools. They enjoy the wide range of additional activities and have considerable responsibility for improving the school. The school council seeks suggestions and responses from the pupils, and has made decisions on, for example, planning the outdoor environment. Pupils’ spiritual, moral and social development is good. Pupils care for and empathise with each other well, supporting those who are experiencing difficulties. The Eco council is well established and effective. Pupils have produced guides about the village, using well-developed information and communication technology skills. Although preparation for their future learning is satisfactory overall, they have a very good understanding of citizenship and democracy.

Pupils have links with the country trust and local churches. They support a village in Malawi and have recently contributed a significant sum of money to purchase a bicycle ambulance. A letter of thanks from the village indicates that this has saved lives. Pupils are knowledgeable about other faiths and cultures but have a more limited understanding of contrasting communities within the United Kingdom.

*These are the grades for pupils’ outcomes*

<b>Pupils’ achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account:	
Pupils’ attainment <sup>1</sup>	3
The quality of pupils’ learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
<b>The extent to which pupils feel safe</b>	<b>1</b>
<b>Pupils’ behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>1</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>3</b>
Taking into account:	
Pupils’ attendance <sup>1</sup>	2
<b>The extent of pupils’ spiritual, moral, social and cultural development</b>	<b>2</b>

**How effective is the provision?**

The school has several long-standing and experienced teaching assistants who have been invaluable in supporting supply teachers and ensuring that there is minimal

<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

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disruption to pupils’ learning. Teachers make sure that their planning caters for the different ages and abilities within each class and deploy effectively teaching assistants, members of the governing body and volunteers from the community. Individual strengths are used to good effect to enhance pupils’ learning. A great deal of emphasis is put on creativity, but there has not been enough rigour in Key Stage 2 in teaching pupils the basic skills they need to consistently produce good quality work. Oral guidance in lessons is good and adults effectively extend learning through questioning. Pupils have targets to help them attain the next level but these are not clearly linked to the outcomes of their work. The good curriculum regularly enables pupils to practise their skills in a range of subjects and teachers use topic themes as a starting point for English, mathematics and science lessons. Information and communication technology skills are used effectively and pupils learn French and Spanish. The school makes good use of the locality, visits and visitors to enhance learning and links with other schools, especially for sport, broaden their experiences. There is a good range of extra-curricular activities that are well supported by pupils.

This is a school where the headteacher and staff are very aware of, and respond to, any medical, social or emotional difficulties pupils may be experiencing in their lives. The school works closely with parents and carers to ensure pupils’ pastoral needs are met. There is a strong focus on ensuring pupils are safe and secure in school. The strong personal, social and health education curriculum ensures that pupils are very clear about their responsibilities in terms of behaviour and care for each other. Adults have a great deal of respect for pupils’ views. Occasionally, they reply too readily to pupils’ interruptions in lessons rather than encourage pupils to listen to each other.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>3</b>
Taking into account: The use of assessment to support learning	3
<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?

Leaders and managers are very aware of the specific difficulties experienced by many of the pupils and ensure that each pupil’s pastoral needs are supported well. This has resulted in changes to the curriculum to help pupils develop life skills that will serve them in good stead. They have identified the need to raise standards and accelerate pupils’ progress. The headteacher and governing body monitor the work of the school and have introduced a range of strategies to improve the use of information from assessment to inform teachers’ planning.

The governing body challenges and supports the school well. It is knowledgeable and several members are very active in school. It has been rigorous in evaluating the

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implications of sharing the headteacher with two other schools, for example, and has negotiated a flexible timetable for the headteacher during this period of instability in staffing. The governing body fulfils its statutory responsibilities well and is particularly effective in ensuring that procedures for safeguarding pupils are rigorous. Training for all staff is regularly updated and there are swift and rigorous measures in place to ensure that new staff and volunteers have the necessary checks and are briefed on school systems and policies for child protection and safety. Issues relating to safety and safeguarding are integrated into the curriculum. The school works well with key agencies to ensure that pupils are protected. Good engagement with parents and carers is particularly effective in ensuring pupils’ welfare needs are met. The school has found it harder to engage them in training to help them support their children’s academic work.

The school ensures all pupils have equal access to all aspects of school life. One example of this is a parent’s comment that, because of the school’s commitment to inclusion, her child with a food allergy is able to take part in cooking activities with confidence. The school has a strong commitment to promoting community cohesion. It has strong links with the church and is very involved in local community projects. Pupils have helped the parish council to survey the village playground. They respond to national and international events and support a range of charities. The links with the village in Malawi demonstrate the school’s commitment to world-wide community cohesion. The school has identified the need to develop links with contrasting societies within the United Kingdom to deepen an understanding of the diversity of British society.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>3</b>
Taking into account: The leadership and management of teaching and learning	3
<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>2</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>3</b>

**Early Years Foundation Stage**



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

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Good liaison with the pre-school helps the few children in the Early Years Foundation Stage to settle into school quickly. They are accommodated within the Key Stage 1 class and a new extension to the classroom is enabling them to be taught discretely at times with the qualified nursery nurse. At the time of the inspection, there was no opportunity to observe outside learning and there were limited opportunities for children to initiate their own learning. Reading, writing and counting skills are taught systematically and children have opportunities to extend them through play. Social skills are promoted well and children play together amicably. Most pupils now in Year 1 met the early learning goals for children in the Early Years Foundation Stage. Adults record children’s progress regularly and identify their next steps in learning. Parents and carers have access to their children’s Learning Journals and are kept well-informed about their children’s progress.

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

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>3</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

## Views of parents and carers

Most parents and carers are very appreciative of the work of the school, especially the way their children are nurtured and cared for. A very small minority expressed concerns about the way the school deals with unacceptable behaviour. The inspection found that the school has good procedures for this. There were several comments about the present difficulties with staffing. The inspection found that the headteacher and governing body are dealing with the situation effectively, ensuring there is minimal disruption to pupils’ learning and welfare.

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

Ofsted invited all the registered parents and carers of pupils registered at Catfield Voluntary Controlled CofE 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 inspector received 18 completed questionnaires by the end of the on-site inspection. In total, there are 48 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	16	89	1	6	1	6	0	0
The school keeps my child safe	13	72	4	22	1	6	0	0
The school informs me about my child’s progress	13	72	5	28	0	0	0	0
My child is making enough progress at this school	15	83	2	11	1	6	0	0
The teaching is good at this school	15	83	3	17	0	0	0	0
The school helps me to support my child’s learning	13	72	4	22	1	6	0	0
The school helps my child to have a healthy lifestyle	11	61	7	39	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)	8	44	8	44	0	0	0	0
The school meets my child’s particular needs	12	67	5	28	1	6	0	0
The school deals effectively with unacceptable behaviour	5	28	11	61	2	11	0	0
The school takes account of my suggestions and concerns	12	67	5	28	1	6	0	0
The school is led and managed effectively	10	56	7	39	1	6	0	0
Overall, I am happy with my child’s experience at this school	12	67	5	28	1	6	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	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

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 08 April 2011 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.**



7 November 2011

Dear Pupils

**Inspection of Catfield Voluntary Controlled CofE Primary School, Great Yarmouth, NR29 5DA**

Thank you all very much for your friendliness and help when I visited your school recently. I was impressed by your politeness, good behaviour and especially the way that you take care of each other. Well done. It was a pleasure to be in your friendly, happy school. You told me that you feel extremely safe in school and you are very clear about how to take care of yourselves. This is because your teachers are very good at teaching you the things you need to keep safe and healthy and taking care of you all.

You make satisfactory progress during your time in school and I have asked those in charge to help you all to make your learning even better. Although the younger pupils have daily lessons to learn about links between sounds and letters to help them read new words and spell accurately, this does not happen in Key Stage 2. I have asked teachers to make sure that you continue to develop your skills. Some of your writing is not as good as it could be because much of your work is in rough. I want your teachers to expect more of you. Please take a pride in your work and always try your best. I have also asked your teachers to show you how to decide for yourselves how well you have done and to set your own targets for improvement. You are so good at deciding how to change your school and environment for the better that I am sure you could do the same with your work.

Your school is providing you with a satisfactory education. I have asked those in charge to help teachers to build on their own skills to help you all to make good progress. You have lots of interesting things to learn about. I want to make sure that you all have the skills you need to make the most of your learning.

I wish you all the very best for the future.

Yours sincerely

Judith Dawson  
Lead inspector

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