

Gresham Village School

Inspection report

Unique Reference Number	121193
Local Authority	Norfolk
Inspection number	380186
Inspection dates	2–3 November 2011
Reporting inspector	John Horwood

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	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	71
Appropriate authority	The governing body
Chair	Stuart Rudd
Headteacher	Marc Goodliffe
Date of previous school inspection	6 March 2009
School address	Cromer Road Gresham Norwich NR11 8RF
Telephone number	01263 577349
Fax number	01263 577349
Email address	office@greshamvillage.norfolk.sch.uk

Age group	3–11
Inspection date(s)	2–3 November 2011
Inspection number	380186

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

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2011



Introduction

This inspection was carried out by two additional inspectors. They observed eight lessons taught by four teachers. Meetings were held with the headteacher and members of the governing body, and discussions were held with a group of pupils and parents and carers. Inspectors observed the school's work and looked at documentation including pupils' work, minutes of meetings, progress monitoring records and school policies. The responses to 52 questionnaires from parents and carers, 11 questionnaires from staff and 32 questionnaires from pupils were scrutinised.

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

- What is the provision for the most-able pupils?
- How effective is the provision in the Early Years Foundation Stage where progress appears to be slower than in the main school?
- Are pupils in each year group making as much progress as they should be by being given suitably challenging work?

Information about the school

This is a smaller-than-average primary school. The vast majority of pupils are from White British backgrounds. Very few are from minority ethnic groups and none speak English as an additional language. The proportion of pupils with special educational needs and/or disabilities is similar to that found in most schools, as is the proportion with statements of special educational needs. The proportion known to be eligible for free school meals is similar to that in most schools. The school has recently gained the Healthy Schools award and the High Quality Physical Education Norfolk Quality Chartermark. The current headteacher joined the school in September 2011. Pupils are all taught in mixed-aged classes.

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. Some pupils used the phrase 'Gresham is great' which they thought reflected its qualities. The pupil questionnaires showed high levels of satisfaction, especially with how adults care about pupils and help them improve their work. A typical comment about the school from parents and carers was, 'The school has made huge strides in a short time with the new headteacher, and he leads staff who are all dedicated to the children.' Children make satisfactory progress in the Early Years Foundation Stage. The organisation of the classroom and outdoor area restricts opportunities for the curriculum to be delivered with maximum impact and much of the teaching is satisfactory rather than good. The progress that pupils make from entering Year 1 to leaving Year 6 is consistently good.

The extent to which pupils feel safe and the extent to which they adopt healthy lifestyles are outstanding. Pupils say they feel extremely safe in the school and this view was echoed by staff and parents and carers. They have a good awareness of what may be a dangerous situation and are confident that adults in school will look after them. They say that very few pupils misbehave and teachers soon intervene. They respond very well to opportunities to develop a healthy lifestyle. For a small school, the sporting opportunities are exceptional and there is a high take-up for all the activities at lunchtime and after school.

A strength of the school is the strong focus on every individual pupil. Progress is monitored closely by the class teacher and the senior leaders to identify any pupil who is falling behind. This enables support strategies to be put in place and the impact of these is monitored closely. Teachers are all skilled at using data to monitor progress and attainment, and this is well used within the planning for the mixed-aged classes to ensure that all pupils are set appropriate work. Teachers mark pupils' work regularly but do not always give sufficient guidance on how to improve it in order to get to the next step in their learning.

All aspects of leadership and management are good. The role of the governing body has improved significantly since the previous inspection and it is now actively involved in monitoring school improvement. The staff questionnaires confirmed a united support for the leaders and governing body. Since the last inspection there has been good progress, with many aspects improving from satisfactory to good. The self-evaluation document provided by the school is very accurate and shows a good understanding of how well the pupils are doing. The school's capacity for sustained improvement is good.

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

What does the school need to do to improve further?

- Raise the achievement of children in the Early Years Foundation Stage by:
 - ensuring that children make good progress as a result of consistently good teaching
 - improving the use of the classroom and outdoor area to fully support the curriculum.
- Ensure that teachers' marking of pupils' work always gives guidance on how they can improve it and what they need to do to get to the next step in their learning.

Outcomes for individuals and groups of pupils

2

Children's attainment on entry to the school is generally at expected levels for their age, although it varies significantly because of the small year groups. Attainment by the end of Year 6 has been above average over a sustained period because pupils have made good progress. Current progress is also good throughout Key Stages 1 and 2. Pupils say they enjoy school, and this is reflected in their above average attendance. Achievement is good and in all lessons observed behaviour was good. Activities are well-matched to pupils' abilities and this enables all of them to make good progress. In all lessons there are good relationships and pupils join in discussions confidently. Pupils who need extra help, including those with special educational needs and/or disabilities, make good progress. This is because they are well supported by the adults in taking small but systematic steps in learning. Pupils say that they enjoy the interesting lessons. In an art lesson in Years 4, 5 and 6, the activities were closely linked to the topic work about Egyptians. Pupils developed a good understanding of how to make papyrus through research using the internet and by a practical exercise. Pupils found the activities stimulating and responded by working at a good pace. In a science lesson in Years 1, 2 and 3, pupils actively joined in discussions about different materials. They showed a good understanding of why specific materials were chosen for everyday items. The teacher followed up their suggestions to extend their knowledge further. Questioning was used well to extend the knowledge of the more-able pupils. Year 1 pupils made good progress in their understanding of alliteration through an exciting practical activity in the school nature area.

Pupils identified many opportunities to take on tasks with responsibilities such as being a member of the school council, a prefect or a house captain. They make a good contribution to the local community by, for example, singing in the school choir and being involved with the local Crab and Lobster festival. They are very involved with fund raising for charities. Pupils understand about adopting a healthy lifestyle, and eat fruit and drink water during the day. Many of those who had packed lunches enjoyed yoghurts. They talk confidently about the need to eat healthy food. They benefit from spacious grounds and most pupils join in and enjoy the sporting

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

activities available. Pupils' spiritual, moral, social and cultural development is good. Pupils have good opportunities to meet those from backgrounds very different to theirs through a link with a school in Leicester. Visits to local and more distant places of worship help them understand other faiths, which they also learn about within the curriculum.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils' attainment ¹	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
The extent to which pupils feel safe	1
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	1
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account:	
Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Teachers have good subject knowledge and enjoy good relationships with pupils in the classroom. In this small school, the teachers know the pupils very well as they are with them for up to three years. Planning of lessons to cater for the mixed-aged classes is good. Teaching assistants are well-deployed and make a significant contribution to pupils' learning. Pupils who find work harder are given extra support in lessons or individual support by the teaching assistants. More-able pupils are provided with suitably challenging work in lessons and can attend sessions arranged through the local cluster of schools. Teachers regularly assess pupils' progress and involve them in assessing their own and each other's work. However, teachers do not always give pupils enough specific guidance on how to improve their work. Teachers make good use of information and communication technology to support teaching and learning, and they involve pupils whenever possible in using the interactive whiteboards during the lessons.

The curriculum is well focused on pupils' individual needs and topic work is supported well by cross-curricular activities. There is an effective programme to enhance pupils'

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

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

personal and social skills. Learning about a range of different faiths and beliefs is enhanced by first-hand experiences through the school's link with a school in Leicester. The curriculum is enhanced by special curriculum themed days, and a good range of visits and visitors. There are good sporting and social opportunities provided through links with other local schools.

The pastoral care of pupils is good. Adults are caring and supportive when dealing with pupils, parents and carers. Pupils have good relationships with adults and are confident that they can get help if they need it. Good partnerships with other local schools and external agencies ensure additional support for pupils' academic and social needs, including support for those pupils whose circumstances may make them vulnerable. There are good links with the secondary schools and all pupils have good opportunities to visit them and help them with the transition. The procedures for promoting good behaviour and improving attendance are good.

These are the grades for the quality of provision

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

How effective are leadership and management?

The headteacher has had an immediate impact in the school. The staff questionnaires confirm that he has their full support. Members of the governing body are actively involved in the work of the school, and provide good support and challenge to help the school move forward. All statutory requirements are met. All the staff and the governing body share the same vision to improve the school and help pupils achieve highly.

The effectiveness with which the school promotes equal opportunities is good. Pupils say they are treated fairly within the school. There is no evidence of any discrimination. The pupil tracking system is used well to identify any pupil who is slipping behind so that suitable support can be quickly provided. Teachers ensure that within lessons all pupils are equally involved, often through skilful questioning. All pupils have similar opportunities for participating in school activities. Good safeguarding arrangements are in place, including a thorough approach to risk assessments. Records of the suitability of staff and volunteers to work in the school are all up to date. All staff are appropriately trained and policies provide clear guidelines for staff.

The headteacher and governing body know their community well and the impact of their actions to promote cohesion is discussed regularly at meetings of the full

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

governing body. The school is a very harmonious environment and has developed strong links to the local community and beyond. The school has developed a partnership with a multicultural school in Leicester and pupils have visited each other. This has successfully raised pupils' awareness of the different views, beliefs and traditions of others.

These are the grades for leadership and management

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

Early Years Foundation Stage

Children make satisfactory progress during their time in the Nursery and Reception. Parents and carers are very pleased with the provision and one parent or carer wrote, 'Nursery is very welcoming and the teaching staff are fantastic at reassuring and supporting very little ones as they start school.' Parents and carers are kept well informed about the learning through newsletters and home/school books. They also have the opportunity to come into school to see their children at work. Children in Nursery are aware of classroom procedures but some still take time to gain confidence to join in. Children in Reception are confident and keen to learn. The provision is spacious both indoors and outdoors. The indoor area is divided into two classrooms which are difficult to make full use of with only two adults. The outdoor area has some isolated play areas preventing children being given complete free-flow opportunities to the outdoor area.

During the last academic year the progress made by children was affected by the absence of the teacher through ill health for a significant period. This resulted in teaching during the year not always being effective. However, children made satisfactory progress over time. The assessment system was revised in September in order to provide more accurate data but this system is not yet fully embedded.

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

Staff in the Early Years Foundation Stage work well as a team. They plan appropriate activities to ensure that both age groups make satisfactory progress. Staff ensure that children are safe and secure. Leadership and management are satisfactory but improving now staffing is more settled. The senior leaders are working with the coordinator to develop the facilities to enable more effective learning to take place across the setting.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	3
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

The percentage return of questionnaires was well above average for a primary school and for most questions the positive response was significantly higher than in most schools. The main areas of concern identified through the questionnaires were the progress made by pupils and how well the school meets their child's particular needs. These two concerns were often linked and several of the parents and carers commented that they have already seen recent improvements. Many comments also identified better communication, improved behaviour and children's increased enjoyment of school. These comments reflect the findings of the inspection. A very small minority of parents and carers raised individual concerns: these were considered as part of the inspection process while preserving anonymity.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Gresham Village 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 52 completed questionnaires by the end of the on-site inspection. In total, there are 71 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	32	62	17	33	3	6	0	0
The school keeps my child safe	31	60	21	40	0	0	0	0
The school informs me about my child's progress	28	54	23	44	0	0	0	0
My child is making enough progress at this school	20	38	23	44	8	15	1	2
The teaching is good at this school	25	48	25	48	2	4	0	0
The school helps me to support my child's learning	30	58	20	38	1	2	0	0
The school helps my child to have a healthy lifestyle	32	62	20	38	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)	21	40	24	46	1	2	0	0
The school meets my child's particular needs	21	40	23	44	7	13	0	0
The school deals effectively with unacceptable behaviour	23	44	26	50	1	2	0	0
The school takes account of my suggestions and concerns	27	52	23	44	1	2	0	0
The school is led and managed effectively	29	56	20	38	1	2	0	0
Overall, I am happy with my child's experience at this school	34	65	17	33	0	0	1	2

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).

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"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
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.



4 November 2011

Dear Pupils

Inspection of Gresham Village School, Norwich, NR11 8RF

Thank you for making us so welcome when we visited your school. We really enjoyed talking with you, hearing your views and looking at the work you do. Your school is giving you a good education.

Here are some of the things that impressed us most about your school.

- You and your parents and carers say that you feel extremely safe.
- You have an outstanding understanding of how to have a healthy lifestyle and enjoy the many opportunities you have to take part in sport.
- The development of all your personal skills, including your spiritual, moral, social and cultural understanding, is good.
- You behave well and have good relationships with others.
- You all make good progress in Key Stage 1 and Key Stage 2.
- Adults look after you well and there are good procedures to keep you safe.

We have asked the school to do the following things to make it even better.

- Ensure that teachers' marking of your work always tells you how to improve and get to the next step in your learning.
- Improve how the classroom and the outdoor area are used for the Nursery and Reception children.
- Ensure that teaching in Nursery and Reception is consistently good.

All of you can help the school move forward by continuing to work hard. We wish you every success in the future.

Yours sincerely

John Horwood
Lead inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone **0300 123 4234, or email enquiries@ofsted.gov.uk.**