

St Faith's CofE Primary School

Inspection report

Unique Reference Number	121082
Local Authority	Norfolk
Inspection number	380163
Inspection dates	1–2 December 2011
Reporting inspector	Gulshanbir Kayembe

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	96
Appropriate authority	The governing body
Chair	Rev Andrew Beane
Headteacher	Katherine Thompson
Date of previous school inspection	20 May 2009
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Introduction

This inspection was carried out by two additional inspectors. Inspectors made eight visits to lessons taught by five members of staff. They met with groups of pupils, members of the governing body and members of staff. Inspectors observed the school's work, and looked at documentation, including the school development plan, assessment records and safeguarding policies. The inspection team analysed completed questionnaires from staff and pupils, as well as 37 from parents and carers.

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

- How well are higher-attaining pupils challenged so as to extend their learning?
- Do girls make enough progress, especially in mathematics?
- How well do pupils understand what they need to do to improve their work?

Information about the school

St Faith's is much smaller in size than the average primary school. It is set in a rural community from which it draws its pupils. Most pupils are from White British backgrounds. The few from minority ethnic backgrounds are either mixed or from other white backgrounds. A very small number are learning English as an additional language. The proportion of pupils identified as having special educational needs and/or disabilities is higher than usual but decreasing. The numbers assessed as requiring specialist support, or having a statement of special educational needs, is low.

The school has undergone a period of significant turbulence in staffing, including at senior level, since the last inspection. The current headteacher has been in post a little under a year and a new senior teacher took up post in September of this year.

At the time of the last inspection, the school was undergoing reorganisation to change from a first to primary school catering for the full primary age range of 4 to 11. It is now in its third year as a 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?**3****The school's capacity for sustained improvement****3**

Main findings

St Faith's Church of England Primary School provides a satisfactory education for its pupils. It is improving and the new headteacher has brought much needed stability as well as a clear focus for the school's future development. There is a good sense of community in the school and strong links with the local village. Pupils make a good contribution to the school and wider community through the jobs they do around the school and the fund-raising activities they undertake. The school has established a good partnership with parents and an active parent-teacher association provides effective support to the school. Pupils are happy at school and feel safe because the day-to-day care they receive is good. Parents and carers are unanimous in their responses to the questionnaire that their children enjoy school and are kept safe. Pupils are confident that any concerns or worries they take to a member of staff will be dealt with. Behaviour is good and attendance high.

Children get a good start to their education in the Reception year. They make good progress across all areas of learning. Attainment at the end of Year 6 in 2011 was above average in English and mathematics, and pupils currently in Year 6 are on track to attain similar standards by the end of the academic year. This above-average attainment represents satisfactory progress and achievement for these capable year groups. Pupils in the other year groups are also making satisfactory progress in English and mathematics. Pupils achieve well in reading but progress in writing and mathematics, though satisfactory overall, is uneven. This is partly because higher-attaining pupils are not challenged enough to make better progress. Additionally, the use of literacy and numeracy across the curriculum is not fully developed and this means opportunities to develop pupils' writing are not being maximised. Girls make similar progress to boys in English but are not as confident as boys in mathematics and perform less well.

The quality of teaching and learning is satisfactory. Teachers form good relationships with pupils and plan interesting activities for them. However, the pace of work in many lessons is slow. This is either because introductions are too long, leaving less time for pupils to complete work or practise key skills, or because pupils work in an unhurried manner. The quality of marking and feedback to pupils is improving, especially in English. However, it is uneven and pupils are not always given clear enough guidance on how to improve their work.

The headteacher provides good leadership for improvement and has focused on the right priorities for development. She is well supported in this by governors and the

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senior teacher. Self-assessment is accurate, though teaching is largely monitored by the headteacher with limited involvement of other leaders. Nonetheless, there is a clear understanding of the school's key strengths and weaknesses. Progress in addressing the school's weaknesses is sound and now beginning to accelerate as new systems and procedures are becoming established. The school's capacity to improve is satisfactory.

Up to 40% of the schools whose overall effectiveness is judged 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?

- Improve achievement through better teaching by:
 - ensuring that higher-attaining pupils are given work which extends their learning and provides them with sufficient challenge
 - making sure that teachers give pupils enough time to complete work on their own and that they work at a good pace when doing so
 - ensuring that during whole-class sessions, teachers use a wider range of methods to involve pupils actively
 - developing the roles of other leaders in monitoring the quality of teaching and learning.
- Raise achievement in writing and mathematics by:
 - developing the use of literacy and numeracy in other subjects of the curriculum
 - raising the confidence of girls in mathematics
 - ensuring all pupils are clear about what they need to do to make their work better.

Outcomes for individuals and groups of pupils

3

Given the small numbers in many year groups, attainment on entry to the school varies from year to year. However, children begin with skills and knowledge that are at least in line with those which are typical for their age. Their social and verbal skills are often good. Pupils' speaking skills continue to be well developed for most as they move through the school. In lessons, pupils behave well, although they begin to get restless when kept on the carpet for too long. They enjoy being actively involved and make better progress when this is the case. For example, pupils in Years 5 and 6 developed a good understanding of open and closed questioning after they had had an opportunity to think about some questions and then to interview, in groups, their teacher and teaching assistant about a break-in at the school. The practical role-play activity made it easier for all, but particularly lower-attaining pupils, to understand open and closed questions. Pupils with special educational needs and/or disabilities make similar progress to others. In lessons, they usually receive additional help from adults, which supports their learning. However, extended whole-class discussions or

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introductions limit their learning opportunities. The small number of pupils from minority ethnic backgrounds make satisfactory progress. Those learning English as an additional language make good progress in acquiring this as a new language. Pupils produce good quality art work and there are vibrant displays of this throughout the school. Their skills in information and communication technology (ICT) are satisfactory.

Pupils are polite and helpful. They regularly help around the school and older ones look after younger pupils at break and lunchtime. The 'eco-busters' do a good job checking that lights are switched off and energy is not being unnecessarily wasted. Pupils' contribution to the school and wider community is actively promoted and is developing well, enabling them to become more independent and use their initiative. Their ability to do so in their learning is not as well developed because lessons do not provide enough opportunities for extending pupils' personal, learning and thinking skills. Their spiritual, moral, social and cultural development is satisfactory. Pupils express their views articulately, but they do not always listen to the views of others. Some lack confidence, for example girls in mathematics. Pupils know right from wrong and develop positive values such as 'friendship'. They are developing satisfactory knowledge of other religions and cultures but deeper understanding is hindered by their limited first-hand experiences of those from backgrounds different to their own. Most pupils engage well in physical activities and this supports them in leading healthy lifestyles. Their understanding of healthy eating is satisfactory. Pupils are satisfactorily prepared for their next steps in education and future life.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account:	
Pupils' attainment ¹	2
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
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	3
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	3
Taking into account:	
Pupils' attendance ¹	1
The extent of pupils' spiritual, moral, social and cultural development	3

¹ 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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How effective is the provision?

Most of the teaching observed was satisfactory and some was good. Teachers share clear learning objectives with pupils when lessons begin. Questioning is often good with questions pitched at different levels of difficulty to meet varying needs. Where teaching is good, pupils are given opportunities to talk in pairs before answering questions to help their thinking and to keep them engaged. However, whole-class sessions often miss opportunities to use methods other than questioning to involve pupils actively. Tasks provided in most lessons are interesting and engage pupils' interest. However, work in many lessons is not pitched at different levels to meet the varying needs of pupils and especially to extend the learning of higher-attaining pupils. Pupils' books are frequently marked and, in the best examples, pupils are given sharply focused and clear comments on how to improve their work. This is not consistent, though, across the school.

Curricular provision is satisfactory in English and mathematics. A greater emphasis on investigation work is helping to develop pupils' skills in explaining how science works. Provision for ICT is also improving as the school improves its computer-based resources. Other subjects are taught through interesting topics which pupils enjoy. A good range of well-attended extra-curricular activities extends the main curriculum effectively.

The school looks after pupils well and there are good procedures to support the few whose circumstances may make them more vulnerable. Effective systems and procedures for supporting and guiding individual pupils are being put in place to address past weaknesses. For example, the school has, in the past, identified some pupils as having special educational needs and/or disabilities when they have gaps in their learning rather than a specific learning difficulty. This is now being addressed with more robust identification of needs. As a result, the number of these pupils is decreasing and the support and guidance for those who do have special educational needs and/or difficulties, especially social, emotional and behavioural needs, is sound and improving.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	3
The effectiveness of care, guidance and support	3

How effective are leadership and management?

Staff are proud to be part of the school and the large majority agree that they are

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clear about the school's goals and what it is trying to achieve. Clear prioritisation of areas for improvement is helping to generate a common sense of purpose and to focus the efforts of all on the right areas. There is increasing involvement of staff in helping to evaluate the impact of the school's work. For example, a new system for tracking pupils' progress is providing useful information for leaders at all levels to help support the school's work. Good use has been made of tracking information to identify pupils who have fallen behind and to provide additional support to help them catch up. The school also monitors the performance of different groups of pupils effectively and knows, for example, that more needs to be done to promote the progress of girls in mathematics. The school does not tolerate any form of discrimination. Overall, equality of opportunity is satisfactorily promoted. However, senior and middle leaders are not involved enough in monitoring and evaluating teaching and learning.

The governing body provides sound oversight of the work of the school. Its members have a clear idea of the areas for development as a result of their effective partnership with the school. The governing body ensures that safeguarding requirements are met and that pupils are kept safe. A new committee structure is enabling members to further develop their monitoring roles. Community cohesion is satisfactorily promoted. It is good at school and local community level but less well developed in terms of national and international links.

These are the grades for leadership and management

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

Early Years Foundation Stage

Children currently in the Reception year began school with skills and knowledge typical for their ages. They are achieving well as a result of good teaching and the wide range of interesting and practical activities provided for them. Most activities

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are structured well so that children can work on these by themselves. Interactions between adults and children are well judged, and help to develop children's ideas and thinking. Whole class sessions are well planned, though occasionally a little long. Adults focus well on supporting children's personal and social development and this helps children to get on well, work together happily and share resources amiably. The 'letters and sounds' programme is developing children's early reading and writing skills well. Most children, especially girls, are keen to use their writing skills when working on activities by themselves. Boys are also encouraged to write through planned activities that engage their interests, such as writing instructions to give to a floor robot. Adults take good account of children's interests when planning. The theme on jungle animals, for example, came from children showing particular interest in these. Children's oral language is developed well through such themes. For example children are learning to talk about 'habitats' such as 'swamps'. The new outdoor area, though not fully resourced yet, is developing well with flexible movement between the classroom and the outside. Leadership of the Early Years Foundation Stage is good with thoughtful analysis of what is working well and what needs to improve. Parents and carers are involved very well in their children's work. For example, they note observations of their children's progress in the 'learning journeys' where annotated photographs and samples of work build into a valuable record of each child's learning.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
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 completed questionnaires returned by parents and carers was slightly higher than usual. Their overall views of the school are very positive and they are particularly pleased with the way the school looks after their children and how it promotes healthy lifestyles. All are happy with their children's overall experience at the school. A few parents and carers are concerned about how well the school deals with unacceptable behaviour. The inspection findings indicate that the school has effective procedures in place for dealing with behaviour issues when they occur.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at St Faith's 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 inspection team received 37 completed questionnaires by the end of the on-site inspection. In total, there are 96 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	16	43	20	54	0	0	0	0
The school keeps my child safe	17	46	20	54	0	0	0	0
The school informs me about my child's progress	9	24	27	73	1	3	0	0
My child is making enough progress at this school	14	38	21	57	1	3	0	0
The teaching is good at this school	12	32	22	59	1	3	0	0
The school helps me to support my child's learning	13	35	23	62	1	3	0	0
The school helps my child to have a healthy lifestyle	17	46	20	54	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)	13	35	22	59	1	3	0	0
The school meets my child's particular needs	12	32	23	62	2	5	0	0
The school deals effectively with unacceptable behaviour	12	32	19	51	6	16	0	0
The school takes account of my suggestions and concerns	7	19	24	65	4	11	0	0
The school is led and managed effectively	7	19	26	70	1	3	0	0
Overall, I am happy with my child's experience at this school	13	35	24	65	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	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.



5 December 2011

Dear Pupils

Inspection of St Faith's CofE Primary School, Norwich, NR10 3LF

Thank you for giving us such a friendly welcome when we visited your school recently and for sharing your views with us. Your school provides you with a satisfactory education and this enables you to make steady progress across the school. Your progress in reading is particularly good. Children get a good start in the Reception class. You told us how much you enjoy school and how safe you feel here. We noticed how well you get on with one another and how readily you take on responsibilities around the school.

Teachers give you interesting tasks and activities which appeal to you and you enjoy doing. Your headteacher has set out clear priorities, and is working with staff and governors to make the school better. To help them do this, we have asked them to:

- improve the teaching by making sure that you always work at a good pace, that work is challenging enough especially for those who find it easy and that you are always clear about how to make your work better
- make sure you have enough opportunities to practise literacy and numeracy skills in other subjects and to help girls become more confident in mathematics
- involve more staff in helping her to check the quality of lessons.

To help your school improve, continue to do your best work at all times. We wish you all every success in the future.

Yours sincerely

Gulshanbir Kayembe
Lead inspector

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