

# Cawston Voluntary Controlled Primary School

Aylsham Road, Cawston, Norwich, NR10 4AY

**Inspection dates** 15–16 May 2014

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	This inspection:	<b>Requires improvement</b>	<b>3</b>
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
Leadership and management		Requires improvement	3

## Summary of key findings for parents and pupils

### This is a school that requires improvement. It is not good because

- Achievement requires improvement because too few pupils make good progress. Pupils' progress in mathematics is slower than in literacy.
- Teaching is less effective than at the time of the previous inspection and it requires improvement. It does not get the best out of some of the more able pupils in Year 2. Consequently a few do not reach the levels of which they are capable.
- In some of the teaching, pupils are not encouraged to show how they have met their targets, which explain what steps they could take to reach the next stage of development. As a result, they are not clear about how to improve their work.
- Teaching does not always successfully check on pupils' level of knowledge and move them on to harder work.
- Sometimes teachers' explanations are not clear so that pupils struggle with mathematical problem solving.
- Occasionally, support staff do not help to sort out pupils' misconceptions or deepen their understanding by asking more probing questions.
- Leaders watch over the quality of teaching regularly but a few staff are not involved productively in collecting examples of how they have met their targets to improve their teaching skills.
- Leadership requires improvement because a small number of subject leaders and governors do not keep a close enough check on how much progress is made by each year group and different group of pupils.

### The school has the following strengths

- The school is improving because the headteacher and assistant headteacher form a well-focused, professional team.
- Children make good progress in Reception and their results are above average. This is a significant development since the previous inspection.
- Pupils' behaviour is good and they are eager to learn. Their attendance and punctuality are above average because of a good partnership with parents.
- Pupils' safety is good because leaders and staff provide high levels of care and manage safety thoughtfully.

## Information about this inspection

- The inspectors observed teaching in 14 lessons. Seven observations were carried out jointly with the headteacher.
- Discussions were held with senior leaders, four governors, parents and carers, school staff, pupils and a representative from the local authority.
- The inspectors observed pupils' behaviour and scrutinised the school's safeguarding procedures. The inspectors heard pupils read. They looked at pupils' work in books for literacy and mathematics throughout the school.
- The inspectors took account of the online Parent View survey, that was completed by 38 parents, as well as a school survey completed last year by 58 parents.
- The inspectors observed the work of the school and looked at documentation including that for safeguarding, teachers' planning, the school's development plan, checks on pupils' progress, records of the governing body activities and meetings. They discussed arrangements for managing the performance of staff.

## Inspection team

Jackie Cousins, Lead inspector

Additional Inspector

Neil Stanley

Additional Inspector

## Full report

### Information about this school

- This primary school is smaller than average.
- Most pupils are White British. A few are from minority ethnic backgrounds; none of these speak English as an additional language.
- The proportion of pupils supported through the pupil premium extra funding is average. These pupils are those who are currently or have been eligible for free school meals and in the care of the local authority.
- The proportion of disabled pupils and those who have special educational needs supported through school action is above average. The proportion supported through school action plus or with a statement of special educational needs is also above average.
- A higher proportion of pupils than average leave or join the school at times other than the usual starting or leaving points.
- The school meets the government's current floor standards, which set the minimum expectations for attainment and progress.

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

- Improve the impact of teaching, especially for the more able and in mathematics, by:
  - encouraging pupils to gather evidence that they have met their targets, which explain the steps they could take to reach the next stage of development
  - explaining more clearly how mathematical problems could be solved
  - checking on pupils' understanding more effectively and giving them work which is not too easy
  - using questions more effectively to investigate pupils' understanding and help sort out any misconceptions.
- Develop leadership by making sure that:
  - all staff are involved in collecting examples as evidence that they have met their targets to improve their teaching skills
  - all subject leaders and governors keep a closer eye on the progress made by each year group and different groups of pupils.

## Inspection judgements

### The achievement of pupils requires improvement

- In 2013 achievement in mathematics was lower than in reading and writing. Work in books and school data shows that some pupils, including those who join the school after the usual starting points, make slower progress in mathematics. This is because gaps in pupils' understanding are not always filled. This means that some pupils do not develop the skills they need to attempt more challenging work.
- In recent years pupils' attainment has been broadly similar to others nationally in Year 6 and 2. From their starting points, this indicates a level of achievement that requires improvement. The small proportion of boys and girls in Year 2 able to use complex skills in reading, writing and mathematics shows that some more able pupils are not working at the levels of which they are capable. Sometimes teachers' checks on what pupils know are not used productively to give them harder work.
- Last year fewer Year 1 pupils than nationally reached the standard expected in learning to read using letters and sounds (phonics), including those from minority ethnic groups, but younger pupils' reading knowledge is better this year. More are working at expected levels because the younger pupils are developing these skills more systemically.
- Teacher assessments and evidence from the inspection indicate that by Year 6 pupils' understanding of how to read is improving this year. Work in books shows that Year 6 pupils writing skills are better than last year's results. This is because senior leaders are watching how well pupils are doing more closely and pupils work diligently to complete many literacy topics. Their handwriting and presentation have improved since the previous inspection when these were areas for development.
- Disabled pupils and those with special educational needs make the same progress as their classmates. Extra tuition is used thoughtfully and staff manage pupils with additional needs capably. All pupils are involved effectively in school life. They are treated equally fairly and discrimination is not tolerated.
- Pupils work well in teams. For instance, they shared equipment fairly and took turns in a physical education session where they learnt how to bounce a ball successfully using a bat. Sports funding is used to enhance staff expertise and pupils' fitness levels are improving.
- Children start in Reception with the level of knowledge typical for their age. Over the last two years they have made good progress and entered Year 1 with levels of skill which are better than expected for their age. This is because inside and outside areas are used well to develop their understanding and staff work productively together.
- In 2013, the gap in attainment between Year 6 pupils supported by the pupil premium funding and the rest disappeared and meant that the pupils supported by pupil premium gained results that were better than the others in reading, writing and mathematics. The funding is used appropriately to reduce any emerging gaps. Current data show that through the school, these pupils are making similar progress to the rest.

**The quality of teaching requires improvement**

- Teachers use a range of ways to help pupils improve, but staff do not regularly explain to pupils exactly how the work they are doing will help them to improve. Pupils are not encouraged to gather evidence to show that they have met their personal targets. Consequently, some pupils, including the most able, are not clear about how to work at the next stage of development.
- Occasionally, the teaching does not enable pupils to learn to use effective strategies when they solve mathematical challenges. This is due to the fact that they are not taught successfully how to organise their thinking and plan out ways to answer a problem.
- A few staff do not use questions productively. For example, pupils are not encouraged to explain why they chose an answer and so they do not develop a deep understanding of why it is correct or not. Sometimes pupils' misconceptions are not sorted out before the next session and so some find it hard to move onto more challenging work. This is because a few staff do not record effectively which pupils would benefit from extra help and ensure that they get it.
- Relations are good between staff and pupils. This means that pupils are confident and keen to try out new ideas and learn new pieces of knowledge. They enjoy trips out of school which are always linked successfully to projects started in their class.
- The outside areas are used well to expand pupils' knowledge. For instance, the pupils learnt about how to grow potatoes efficiently and why it is important to earth them up as they grow. This is because the staff have a good level of expertise in science.
- Practical activities are utilized to good effect in Reception and other year groups to develop pupils' language skills. For example, Year 4 and 5 pupils learnt to describe an object very imaginatively because the teacher developed their use of language and communication so successfully.

**The behaviour and safety of pupils are good**

- The behaviour of pupils is good and they are polite and thoughtful young people. The school places a high priority on pupils looking after each other and staff care for pupils diligently. Parents, governors, staff and pupils all agree that behaviour is good at this school.
- Behaviour in class ensures that pupils learn all they can from the teaching. They are prompt to lessons and keen to get started. Their enthusiasm is palpable. Pupils work hard and share equipment readily and fairly. This is because staff manage them well. Pupils are keen to participate in group activities and confidently share their views. They are proud of the school choir's recent achievements, when they sang to a large local audience, as well as the 'Learning Outside the Classroom' award they received.
- The school's work to keep pupils safe and secure is good. Punctuality is good and attendance is above average because the school celebrates the successes of individuals and classes in weekly assemblies and through text messages to parents. Exclusion is rare and parents say their children are safe in school.
- Racial and bullying incidents are unusual and pupils say they are sorted out productively by staff. Older pupils are trained in ways to help younger pupils discuss and work through problems. This means that pupils understand how to handle incidents where they fall out with each other.

Pupils know how to keep themselves safe in school and on the internet including ways to stop cyber-bullying.

- Pupils respect each other including those from different backgrounds and abilities. Bad language is not acceptable and on the rare occasions when it happens pupils are clear how to deal with this and who to report it to in school.

### **The leadership and management** requires improvement

- A small number of subject leaders do not keep a sufficiently close eye on how much progress different groups of pupils and year groups are making each term. As a result some year groups and other groups of pupils make slower progress, especially in mathematics.
- Staff receive feedback from leaders about their strengths and areas for development in their teaching skills but they are not sufficiently included in gathering the evidence of success to show that they have met them. Consequently, a few staff are not improving their skills as rapidly as they could.
- The leadership of the headteacher and assistant headteacher is galvanising improvements. Standards of reading are improving because teaching comprehension and phonic skills has improved. The leadership of the Reception class has developed since the last inspection.
- The strength of the school's work with parents ensures their support. When parents and pupils arrive at the school they are welcomed warmly, whether to Reception or to any other year group. Parents receive valuable information about how their child is doing through parents' meetings and reports. Parents value the approachability of staff and the opportunity for parents of younger children to come into school each week and work with their child in the classroom or outside areas.
- A rich range of activities are planned for pupils. This focuses on developing literacy, numeracy and science knowledge as well as other areas of learning, in projects which use the inside and outside areas creatively. Popular and worthwhile activities include learning to play musical instruments. The sports funding is used well and so virtually every pupil takes part in extra sessions which develop their physical well-being. The pupils are particularly proud of the school football team which won the local inter-school competition and represented south east England in the 'Small Schools National Football Final' this year.
- Pupils' spiritual, moral, social and cultural awareness is promoted successfully. Staff use praise to raise pupils' self-esteem and so they have positive attitudes to learning new pieces of knowledge. The older pupils wrote letters to their local Member of Parliament using imaginative vocabulary to explain why they were against people smoking. The pupils value taking part in the local summer fete where they enjoy performing maypole dances.
- Safeguarding procedures and practices meet legal requirements. All staff receive regular child protection training and senior leaders are trained in how to work with other agencies. Most staff have completed first aid training. A single central record of the checks made on staff is kept efficiently and records all the necessary information clearly.
- The local authority has supported and challenged the school effectively recently, by providing training for staff. For example, it provided valuable training which ensured that teacher assessments were accurate.

**■ The governance of the school:**

- Governors work with staff to improve the school. They regularly come into school to find out about what is going well and what could be improved. The governors hold the leaders to account for the effectiveness of the quality of teaching using a variety of pieces of information. They challenge school leaders using data. For instance, they asked leaders about why the results in 2013 for the phonic check in Year 1 were below average and they know that they have improved this year, and why. They use data about pupils' attainment but a few do not carefully watch over how much progress pupils are making in each year group and for different groups. A useful school development plan, created by staff and governors, is helping to improve teaching. The governors know how successful teachers are rewarded and how those in need of support develop new skills. The headteacher's performance is checked effectively by governors. Governors ensure the school's finances are used wisely for all pupils and those who receive extra pupil premium funding.

## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>



## School details

<b>Unique reference number</b>	121031
<b>Local authority</b>	Norfolk
<b>Inspection number</b>	443907

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

<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>	175
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Katie Andrews
<b>Headteacher</b>	Kay Swann
<b>Date of previous school inspection</b>	17 May 2010
<b>Telephone number</b>	01603 871249
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