

Cawston Voluntary Controlled Primary School

Aylsham Road, Cawston, Norwich NR10 4AY

Inspection dates	25–26 May 2016
Overall effectiveness	Good
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good
Early years provision	Good
Overall effectiveness at previous inspection	Requires improvement

Summary of key findings for parents and pupils

This is a good school

- Leaders and managers have improved the school well since the previous inspection. Teaching is now better and standards have risen.
- Consistently good teaching ensures that pupils achieve well over time. A rich curriculum means that pupils enjoy learning.
- The school excels in promoting outdoor learning for pupils. Staff make full use of the extensive grounds to interest and engage pupils.
- Pupils' behaviour is good. They feel safe and have positive attitudes to learning.
- Pupils are caring of one another and show respect to adults. They move around the school sensibly.
- The school's lunchtime arrangements, in particular, enable pupils to enjoy social times together in mixed-age 'families'.
- Children in the early years get off to a good start because staff know them well and plan activities that capture their imagination.
- Governors provide a good level of support and challenge to the school. They visit regularly so that they keep in touch with how things are going.

It is not yet an outstanding school because

- Teachers sometimes are not quick enough to adapt the learning to suit the specific needs of pupils.
- At times, teachers do not challenge the most able pupils to achieve the high standards they should.
- On occasions, leaders and governors do not include desired outcomes that they can easily measure in action plans for improving the school's work.

Full report

What does the school need to do to improve further?

- Improve teaching and learning and accelerate pupils' progress so that teaching staff:
 - adapt learning promptly and as necessary to meet the particular needs of pupils
 - ensure that they challenge the most able pupils to achieve the high standards they should.
- Strengthen leadership and management by:
 - making sure that leaders and governors include desired outcomes in action plans that they can measure easily, so that they will know how successful they have been in improving pupils' progress.

Inspection judgements

Effectiveness of leadership and management is good

- Leaders, managers and governors have improved the school's effectiveness well since the previous inspection. They have acted with drive and determination to make teaching consistently good and to improve pupils' outcomes.
- The school has worked successfully with the local authority, the diocese and partner schools to achieve its aims and has valued the support it has received. For example, the school has been a member of Norfolk 'Better to Best', a programme to move schools to good and better which has involved high-quality training and development and sharing best practice.
- Changes to the teaching of mathematics have had a significant impact on raising standards and improving pupils' progress. All teachers consistently focus on giving pupils concrete examples before moving their learning on to more abstract concepts.
- Leaders and managers check the quality of the provision regularly and give clear feedback to staff about what is going well and what could be even better. Since the previous inspection, leaders hold staff more to account for the progress pupils make.
- Subject leaders have a good understanding about their areas and can show how they have influenced teaching and learning to bring about improvement in pupils' outcomes.
- Leaders are clear about how the school could improve even more and have written whole-school plans to help bring this about. However, at times, these do not have measurable enough outcomes for leaders and governors to know how successful they have been in accelerating pupils' progress.
- The curriculum is stimulating and relevant for pupils. The school excels in promoting outdoor learning as a way of pupils applying their skills across different subjects. Staff make excellent use of the school's extensive grounds to inspire pupils and teach them about the natural environment.
- Pupils have a very good understanding of British values such as democracy and the rule of law. The school promotes pupils' spiritual, moral, social and cultural understanding well. For example, a joint project with a language school in China has enabled pupils to learn Mandarin and Chinese culture through a video link. Pupils also learn Latin, French and Spanish. In addition, displays celebrate the school's Christian ethos, the work of the eco council, and the impact of natural disasters on other countries and cultures. Pupils enjoy taking part in different competitions, and have enjoyed success in the Radio 2 writing challenge and a county-wide competition to design a science investigation. The school prepares pupils well for life in modern Britain.
- A wide range of clubs, visits and visitors enhance the curriculum. For example, pupils have benefited from religious education focus days, exploring different faiths, and have had visits from writers and theatre groups to inspire their writing.
- The school spends the pupil premium effectively on helping disadvantaged pupils to catch up with the others. Funding goes towards additional teaching and resources. As a result, gaps in attainment have closed completely in several year groups and are closing rapidly in the others.
- The primary physical education and sports funding supports specialist teaching and training for staff. Pupils take part in tournaments with other schools and have enjoyed success in football and cross-country running. Pupils' participation in sports clubs has increased with the additional funding, with benefits to their general health and fitness.
- Almost all parents and carers are very positive about the work of the school. They say their children are making good progress and they are actively involved in their education. The 'Friends' raised funds for a double-decker bus to become an additional learning resource for the school.
- **The governance of the school**
 - Governors know the school well. Since the previous inspection they have challenged senior leaders more about the school's effectiveness. Governors visit regularly with a clear focus to check on the work of the school.
 - Governors make sure that the school spends additional government funding for supporting disadvantaged pupils and sport effectively. They make frequent checks to see the impact of the actions staff are taking to improve pupils' achievement.

- Governors have taken a long-term view of the school's future and have been active in negotiating the school's move to become an academy in the near future.
- Safeguarding is effective. All staff have had training in keeping pupils safe including 'Prevent' duty training to combat extremism and radicalisation. The school keeps careful records of any pupils causing concern and the actions staff have taken to protect them. Leaders work well with parents and other agencies to help keep pupils safe.

Quality of teaching, learning and assessment is good

- Teachers have generally high expectations which ensure that pupils focus well on their learning.
- Regular feedback means that pupils know what they need to improve. Since the previous inspection the way the school sets targets has become more rigorous. Pupils gather their own evidence to show how they are meeting them and so have a good understanding of how to improve their work.
- The school makes good use of support staff and gives them effective training to hone their skills in working with pupils.
- Teachers are reflective and keep their own logs on where they are with the national teachers' standards.
- All teachers have the opportunity to lead and shape a subject. They work well together.
- Teachers use assessment information to plan and target the support for pupils and have a good understanding of their needs.
- Pupils' learning benefits from clear explanations. Teachers show pupils exactly what they expect from them.
- The teaching of reading is effective. Younger pupils use their skills in phonics (the sounds that letters represent) to sound out new words. Pupils read with confidence and enjoyment. Older pupils talk with enthusiasm about authors they like to read. They are able to discuss the ideas that books raise with interest, such as efforts to protect Jewish children in Europe during the Second World War.
- The teaching of mathematics has improved because all teachers now follow a clear approach that teaches concepts step by step using apparatus. This enables pupils to understand mathematical ideas and to apply their knowledge in a range of situations.
- Pupils are used to working collaboratively (one consequence of the new approach to teaching mathematics). This enables them to bounce ideas off one another. For example, Year 1 pupils were using large apparatus to solve multiplication problems outside in the playground. Year 5 pupils were solving problems to do with the duration of time. The most able had to set up a rota for shop staff taking into account the opening times and the number of hours they could work.
- Pupils have good opportunities to write at length in different subjects. For example, pupils in Years 3 and 4 researched the biographies of residents of Cawston who appear in the 1911 census, three of whom died in the First World War.
- Leaders identified that boys' writing was not as strong as girls' and so ensured that themes would appeal to boys, such as writing about robots and soldiers. However, at times teaching staff are not quick enough to adapt the learning to suit the particular needs of pupils. This means that pupils sometimes find the work too easy or too difficult.
- Books show that sometimes teachers do not challenge the most able enough to reach the high standards they should.
- Homework extends pupils' learning and engages pupils well. It enables them to apply their knowledge in creative ways. The after-school club promotes homework. The website has a home-learning zone that pupils access.

Personal development, behaviour and welfare is good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Pupils are confident and keen to work hard.
- Pupils value the opportunity to discuss their learning on a one-to-one basis with their teacher and to agree targets for improvement between them. This helps them to understand how to move on in their learning.
- A programme to develop pupils' social and emotional skills has led to a growth in their confidence and ability to understand and express their feelings. As a result, their attitudes to learning have improved.
- Pupils feel safe in school. They say they would feel safe in the school everywhere except in the electrical cupboard (which is locked). They have learned much about e-safety and the 'E-cadets' report any concerns with internet usage.
- Pupils have a good awareness of different types of bullying. They do not see bullying as a problem. In fact, pupils recently arrived at the school say how welcome they have been made to feel.

Behaviour

- The behaviour of pupils is good. They listen well in class and follow instructions carefully.
- The lunchtime gets off to a calm start as a pupil says a prayer. The children sit in mixed-age 'family' groups with older pupils at the end of the table helping them. This is a social occasion for the whole school as pupils enjoy the excellent school dinners.
- Teaching staff generally follow the school's new behaviour policy well. A number of behaviour plans for individual pupils have helped them to modify their behaviour and reduce incidents of low-level disruption. Staff give pupils ideas to help them deal with any frustrations they may have.
- Just occasionally some pupils lose concentration, especially when the work is too difficult or easy for them.
- The breakfast club gives pupils a positive and sociable healthy start to the day. The after-school club is a friendly environment where pupils can unwind at the end of a busy day. It is also open to the school's former pupils, who can drop in.
- Attendance is in line with the national average, but the number of pupils who miss a lot of school has reduced as a result of staff working effectively with families.

Outcomes for pupils are good

- Outcomes have been improving in reading, writing and mathematics at both key stages 1 and 2 over the past three years. Pupils make good progress from their different starting points. This is because the quality of teaching and learning has improved, and leaders and managers place great emphasis on ensuring that pupils make the progress they should.
- The attainment of Year 6 pupils in 2015 was above average in reading and broadly average in writing and mathematics. Standards have been rising year on year since the previous inspection. The attainment of Year 2 pupils in 2015 was above average in reading, writing and mathematics.
- In 2015, most groups of pupils made or exceeded expected progress. The school was among the top third of schools for adding value to its pupils' progress over key stage 2.
- Small cohorts mean that figures should be treated with caution and are not statistically significant.
- While boys in 2015 did better than boys nationally in all subjects, there was a gap between boys and girls in school because the girls excelled.
- The most able pupils make good progress. They mainly reach their potential. However, on occasion they do not do as well as they should because the teaching does not challenge them enough.
- In 2015, disadvantaged pupils attained better than other pupils nationally in writing. The gap in attainment between disadvantaged pupils and other pupils nationally in mathematics was narrower; it was similar in reading. The school's effective use of the pupil premium means that disadvantaged pupils make accelerated progress and few gaps in attainment remain this year with other pupils.

- The progress of current pupils in the school is good in reading, writing and mathematics. Books show that pupils have made good progress over time. The presentation of their work is neat. They have plenty of opportunities to write at length in different subjects and so apply their literacy skills.
- In the Year 1 phonics check in 2015, the proportion of pupils who met the required standard was above average, and up on the previous year. The current Year 1 pupils are on course to do similarly well.
- The progress of pupils who have special educational needs or disability is good. Teaching staff provide support that is targeted to the specific needs of pupils and review how well they are doing on a regular basis. They have a thorough knowledge of individuals and work well with outside agencies, in particular with speech and language and psychological services.
- Pupils are well prepared for the move to secondary school. Pupils take part in events with the local secondary school each year, for example in developing their computing skills.

Early years provision is good

- The early years leader provides good leadership and has a clear vision for developing the early years. She has improved the quality of the information in learning journeys (records of children's achievements that parents can access) and increased the involvement of parents in children's learning. She has made sure that children settle quickly into Reception and move confidently to Year 1. For example, family lunches help parents and children to become more familiar with the setting.
- Children have benefited from a structured approach to the teaching of their early mathematical skills. Teaching staff support them well in improving their counting skills.
- The outdoor area, in particular, promotes learning very well. There is a variety of engaging activities for children to enjoy, which encourage them to use their early literacy and numeracy skills. For example, they have a 'mud kitchen' where they write and follow recipes, such as for mud pie.
- The behaviour of children in the early years is good. Children concentrate on their tasks and take turns when at play. They have plenty of opportunities to practise their early writing skills, both with an adult and independently.
- Outcomes of the early years are good. The proportion of children with a good level of development increased in 2015 and was above average. The present Reception children are on course to do just as well. They make good progress from their different starting points because teaching is consistently good.
- There are very clear next steps for children's learning in the electronic learning journeys. At times it is not clear how these have been followed up. Parents can access the learning journeys online and add their own comments.
- Children benefit from cluster 'challenge days' where they mix with children from Reception classes in other neighbouring schools on a common theme such as 'around the world' and take part in challenges together.
- Parents are happy with the provision their children receive and say they feel they are safe in the Reception class.

School details

Unique reference number	121031
Local authority	Norfolk
Inspection number	10011841

This inspection 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	160
Appropriate authority	The governing body
Chair	Katie Andrews
Headteacher	Kay Swann
Telephone number	01603 871249
Website	www.cawston-pri.norfolk.sch.uk
Email address	head@cawston-pri.norfolk.sch.uk
Date of previous inspection	15–16 May 2014

Information about this school

- The school is smaller than most primary schools.
- Pupils are taught in single-age classes in the morning. In the afternoon key stage 2 pupils are taught in three mixed-age classes.
- Most pupils are White British.
- The proportion of pupils supported by the pupil premium (additional government funding for pupils known to be eligible for free school meals or looked after by the local authority) is average.
- The proportion of pupils who have special educational needs or disability is average, but more have statements of special educational needs or education, health and care plans.
- In 2015, the school met the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in reading, writing and mathematics by the end of Year 6.
- The school runs a breakfast club and an after-school club.
- The school meets requirements on the publication of specified information on its website.
- The school has the Learning Outside the Classroom Gold Award and the eco Green Flag for its environmental work.

Information about this inspection

- The inspectors observed learning in 20 parts of lessons, many of them jointly with the headteacher or lead teachers.
- The inspection team heard pupils read and, with the headteacher and lead teacher, looked closely at samples of pupils' work.
- The inspection team looked at a wide range of the school's documents including development plans, policies, self-evaluation reports and safeguarding records. They considered evidence of the school's partnership work and the information provided for families.
- A meeting was held with a group of older pupils chosen at random and with members of the eco council. Discussions were held with senior leaders, subject leaders, teachers and other staff on a wide range of subjects, including safeguarding arrangements and their professional development. The lead inspector talked to the chair of the governing body and two other governors, and held a telephone conversation with a representative from the local authority.
- The inspectors observed a whole-school assembly.
- Inspectors considered 43 responses to Ofsted's online questionnaire, Parent View, including 12 written comments and one letter. The inspection team also spoke informally to some parents. They considered 18 responses to the staff questionnaire.

Inspection team

Nick Butt, lead inspector
Sally Garrett

Ofsted Inspector
Ofsted Inspector

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