

St Faiths Church of England Primary School

25 Manor Road, Horsham St Faith, Norwich, Norfolk NR10 3LF

Inspection dates

5–6 February 2019

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	Good

Summary of key findings for parents and pupils

This is a good school

- Leaders have created a caring, inclusive school. Their work to support pupils' personal development and welfare is strong. Vulnerable pupils receive effective support to overcome any barriers to learning. Safeguarding is highly effective.
- The school is improving because ambitious leaders, governors and staff of the Nebula Federation are determined to ensure that they provide the best possible education for all pupils.
- Leaders have taken effective action to address previous inconsistencies in teaching, learning and assessment and pupils' outcomes.
- Leaders and governors have an accurate view of the school's strengths and areas for development. They provide high-quality training and use evaluations effectively to improve all aspects of the school.
- Leaders at all levels show a strong understanding of their areas of responsibility and contribute effectively to school improvement.
- Children in early years make a good start to their education. They settle quickly because of high expectations and well-established routines. They are well prepared for Year 1.
- The most able pupils are effectively challenged throughout the school. As a result, the proportion of pupils who reach the higher standards in reading, writing and mathematics at the end of Year 6 is well above national expectations.
- The curriculum is well planned by leaders and provides a wide range of activities, trips and visitors to extend pupils' experiences and personal development.
- The actions of leaders and other adults to improve behaviour are successful. Pupils enjoy coming to school and show positive attitudes to learning.
- Staff use their knowledge of pupils effectively when planning learning. As a result, individual pupils' needs are well met.
- The sharing of expertise across the federation, which is improving teaching, learning and assessment, has not yet had a positive impact on the progress pupils make over time.
- Teachers show good subject knowledge and ask effective questions to extend pupils' learning across the curriculum. However, pupils have few opportunities to apply their English and mathematical skills across other subjects to develop their knowledge and understanding further.

Full report

What does the school need to do to improve further?

- Strengthen the quality of teaching across the school, to accelerate the progress pupils make over time in reading, writing and mathematics and thereby improve pupils' outcomes, by:
 - providing more opportunities for pupils to apply their English and mathematical skills across the curriculum to further deepen their knowledge and understanding in these subjects
 - continuing to share the strong practice that exists across the federation to ensure that improvements in teaching and learning and the progress pupils make are sustainable.

Inspection judgements

Effectiveness of leadership and management

Good

- The formation of the Nebula Federation in December 2017 has given the dedicated executive headteacher, leaders and governors greater capacity for school improvement. They have effectively managed the many recent changes in leadership and teaching. This is enabling them to address the previous inconsistencies in teaching, learning and assessment, the progress pupils make and pupils' behaviour swiftly and sensitively. Leaders, governors, staff and pupils are proud of their school.
- The executive headteacher has established a highly effective leadership team, which empowers leaders at all levels to demonstrate positive ambition for improvement. Leaders across the federation are able to use their expertise to improve teaching and learning and pupils' outcomes. Good-quality training is refining teachers' skills and knowledge. As a result, pupils across the school are making better progress this academic year from their various starting points. However, the sharing of strong practice has not yet had time to influence pupils' progress over time.
- Leaders and governors have an accurate view of the school's strengths and weaknesses. Development plans are precise and identify where improvements have been secured and where more work is needed. There are effective systems to check how well teachers are doing. Leaders and governors tackle any underperformance effectively.
- Leaders make effective use of the school's assessment systems and ensure greater accuracy of teachers' assessments, so that analysis of pupils' outcomes is more precise. They hold regular meetings with teachers about the progress pupils make from their various starting points. This ensures that targeted support is provided for pupils who are at risk of falling behind. The school provides effective support for current pupils in all year groups.
- Middle leaders are knowledgeable about their areas of responsibility. They check effectively how well pupils are performing. Middle leaders provide effective training and guidance for teachers to improve their skills. They ensure that teachers, especially those in the early stages of their career, are supported well.
- The curriculum is wide and varied in this small, fully inclusive school. The individual needs of pupils are met well, because leaders and teachers know the pupils well. Pupils appreciate the range of trips and visits that the school offers, including the recent opportunity to sing at the O2 Arena in London. Spiritual, moral, social and cultural opportunities thread through the school's ethos and the activities that the school provides. Pupils are well prepared for life in modern Britain. They show tolerance and respect towards adults and each other. Pupils have a good awareness of the school's values. These include compassion, honesty, responsibility, perseverance and forgiveness.
- Teaching and learning in English and mathematics are now good. However, pupils have too few opportunities to apply their reading, writing and mathematical skills in other subjects to develop their knowledge and understanding.
- Leaders ensure that all pupils have equal opportunity to learn and develop well

whatever their background, behaviour or ability. The school's personal development and welfare provision enables pupils with complex needs to access school activities by addressing any barriers to their learning.

- Leaders and governors make effective use of pupil premium and special educational needs funding. This supports the improving progress that disadvantaged pupils and those with special educational needs and/or disabilities (SEND) make from their individual starting points.
- Leaders make effective use of the physical education (PE) and sport funding. During the inspection, a specialist dance teacher improved adults' and pupils' skills, enabling them to perform high-quality dances. Many pupils take part in competitions within the federation and local area, which is helping to improve their fitness and health.
- Parents who responded to Parent View, Ofsted's online questionnaire, and those who spoke informally with the inspector, were positive that their children felt happy and safe in school. The majority would recommend the school to others.
- Leaders seek the views of local authority personnel and external consultants to validate their work regarding school improvement.

Governance of the school

- The newly constituted single governing body for the Nebula Federation has ensured that governors have the skills and commitment to carry out their new roles effectively. Governors ensure that resources and effective practice across the federation enhance the leadership capacity for each school.
- The governing body has an accurate understanding of what the school needs to improve. Governors monitor the impact of leaders' actions thoroughly. They offer a good balance of support and challenge.
- Governors monitor finances carefully, including the use of pupil premium and primary PE and sport funding. They evaluate the expenditure of additional funding, ensuring it has an effective impact on provision and outcomes for eligible pupils.
- Governors check that the procedures for safeguarding meet requirements.

Safeguarding

- The arrangements for safeguarding are effective. There is a strong culture of safeguarding in the school.
- The checks carried out on adults who work in the school are thorough and well organised. There are rigorous processes for staff recruitment and safeguarding checks.
- The designated safeguarding leaders keep meticulous records of any concerns and how they have been followed up. Referrals are made to outside agencies when necessary. Staff and governors have regular, updated safeguarding training. They recognise effectively any signs that pupils may be at risk. All staff understand what they need to do to keep pupils safe.

Quality of teaching, learning and assessment

Good

- Previous inconsistencies in teaching, learning and assessment are being addressed swiftly. Current teaching is now good for all pupils across the school. Teachers have secure subject knowledge and use it to engage everyone in interesting tasks, which meet the needs of pupils. Inspection evidence, including the school's assessment records and the work in pupils' books, confirms this.
- Teachers' assessments are more accurate because they are moderated across the federation. As a result, a more robust tracking system is precisely identifying the progress pupils are making from their starting points. Teachers are now able to use accurate assessment of previous learning to plan exciting activities that provide sufficient challenge for all groups of pupils, especially the most able.
- There are good working relationships between adults and pupils, and between pupils themselves. These are helping to improve pupils' attitudes to learning, which in turn is enabling current pupils to make better progress across the curriculum.
- Teachers use a range of questions to find out what pupils know. They use this information to identify where pupils need additional guidance. Targeted support from teachers and additional adults aids pupils' learning well. Disadvantaged pupils and those with SEND receive appropriate targeted support for their personal, social, emotional, behavioural and academic needs.
- Currently, the key stage 1 class is taught in separate year groups by teachers and leaders for part of the day to reinforce and accelerate pupils' learning. This is giving pupils in Years 1 and 2 more precise teaching. For example, in mathematics, the Year 2 focus on division and the Year 1 focus on repeated addition enabled both year groups to make good progress.
- Teachers provide effective teaching of phonics in early years and key stage 1 classrooms. Children and pupils use their knowledge of segmenting and blending to help them read and spell unfamiliar words.
- Teachers provide many opportunities for pupils to develop their writing skills during English activities. Pupils have time to form their own ideas and develop their understanding of the skills being taught. Pupils in Years 5 and 6 discussed knowledgeably the features of writing a diary, so that they could write an effective diary themselves. Pupils in Years 3 and 4 improved their poetry writing by using interesting similes about animals, and a wide range of vocabulary.
- The teaching of mathematics is improving across the school. Adults have secure subject knowledge and ensure that they and pupils use the relevant vocabulary for each mathematical concept. Key stage 2 pupils are sufficiently challenged because they have to reinforce their knowledge and expand their thinking. Pupils move on to more difficult activities as soon as they require a further challenge, improving their progress. Work in pupils' books across the school shows that pupils are making good gains in mathematics.
- Teachers are implementing new reading strategies to develop pupils' reading skills and vocabulary. They use good-quality class texts and pertinent questioning to develop pupils' comprehension skills. Pupils then use their learning to improve their writing. Pupils enjoy reading and talk positively about reading at school and at home. Year 6

pupils read with fluency and expression.

- Pupils study a wide range of subjects and exciting topics. However, they have too few opportunities to develop their mathematical and English skills across the curriculum to develop their learning further.
- Leaders and teachers share their teaching skills and expertise across the federation to improve teaching, learning and assessment. However, this sharing of strong practice has not yet had time to become sustainable to accelerate the progress pupils make.

Personal development, behaviour and welfare

Good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Pupils are encouraged to be the best that they can be. The school's nurturing environment creates a strong community where individuals are respected and valued. Pupils learn how to express their feelings and compliment the 'pupil of the day'.
- Pupils enjoy school and show positive attitudes towards learning. They are confident and happy to talk about their learning. They support each other well.
- Pupils are delighted to take on roles of responsibility, including classroom and playground monitors and members of the school and eco councils. Eco members recently led an assembly to raise respect for the environment, including reducing waste and litter, recycling and saving energy.
- Pupils know the difference between 'falling out' and bullying. They said that bullying is rare and that when bad behaviour occurs, adults deal effectively with it.
- The school's provision for supporting pupils with social, emotional and mental health difficulties, including the work of the pastoral team, is highly effective. Most of these pupils overcome or learn how to manage their difficulties, so that they are ready to learn. The pastoral team and external coaches build up pupils' confidence, resilience and team-building skills, to prepare them for learning. As a result, these pupils are now making better progress.
- Adults ensure that pupils understand how to stay safe at school, online and in the community. Pupils told the inspector that they feel safe in school. Teachers provide clear guidance for when pupils are working on the internet, as demonstrated in an assembly during the inspection. Pupils stated that they would not provide their own names and details, nor those of others, when online.

Behaviour

- The behaviour of pupils is good.
- The school's current behaviour policy is implemented consistently across the school. This has resulted in significant improvements in pupils' behaviour and attitudes to learning. Evidence shows that there are fewer incidents of poor behaviour and that these are recorded and dealt with effectively. Low-level disruption is declining swiftly. There have also been fewer fixed-term exclusions. A new merit reward system is in

place to promote pupils' positive attitudes to learning.

- Leaders have raised the profile of punctuality and attendance. Attendance is improving and is now similar to the national average. Staff work with parents to improve their child's attendance. Leaders analyse attendance regularly to check for any patterns or trends.
- Pupils are friendly, polite and well mannered. They listen well to adults and respond quickly to their directions. They play and work well together. During breaktimes and lunchtimes, pupils take turns and play safely outside on the climbing equipment and trim trail.

Outcomes for pupils

Good

- This is a small school, so making comparisons with published information must be carried out with caution.
- Year 6 pupils have not always made enough progress from the end of key stage 1 in reading, writing and mathematics. However, the improvements in the quality of teaching and the work in pupils' books indicate that pupils across the school are making better progress in reading, writing and mathematics. This evidence is supported by accurate assessment information.
- In 2018, pupils' attainment at the end of Year 6, in reading, writing and mathematics at the expected standard was similar to the national average. Their attainment at the higher standard was much stronger and well above the national average. This is because the most able pupils were challenged sufficiently and were asked pertinent questions to develop their understanding and thinking.
- In 2018, at the end of key stage 1, pupils' attainment at the expected standard and at greater depth in reading, writing and mathematics was broadly in line with the national average. The recent change in the organisation of pupils in Years 1 and 2 is enhancing the attainment and progress of both year groups in this academic year.
- The proportion of pupils reaching the required standard in the Year 1 phonics screening check has been broadly in line with the national average for the past two years. The teaching of phonics is effective in early years and key stage 1. Pupils use their phonics knowledge skilfully to support their reading and spelling.
- Disadvantaged pupils and those with SEND make good progress from their individual starting points due to targeted support addressing their barriers to learning. They make similar progress to other pupils in the school. Staff ensure that pupils with social, emotional and mental health needs are also well supported so that they, too, make strong progress.
- Current Year 6 pupils are confident learners, who can explain their learning well. They choose appropriate learning options to challenge themselves. This is preparing them well for secondary school.

Early years provision

Good

- Leadership and the quality of teaching in early years are good. High-quality provision

supports children's learning and ensures that they get off to a good start in their school life.

- Many children enter Reception Year with skills and knowledge that are broadly typical for their age. Every child's needs are carefully considered, so that they make good progress from their starting points. The proportion of children reaching a good level of development, the expected standard at the end of Reception Year, was broadly in line with the national average in 2018. Children are well prepared for Year 1.
- Staff know the children well and have established clear routines with high expectations. Activities are tailored to the individual needs of the children, based on their prior learning. Children settle into their activities quickly and show sustained concentration. They share and play well together, while respecting the needs of others.
- Learning activities are well organised and resourced. The learning environment is bright and attractive. It encourages children to participate and supports their social, emotional and academic development.
- Assessments for the children on entry to early years and throughout the year are thorough and accurate. The teacher is able to provide appropriate play and learning activities from these detailed assessments. This enables children to make good progress in all areas of learning. Evidence of this was seen in children's work in displays and on electronic devices.
- Links with parents are effective. They are encouraged to be involved in the education of their children. They have access to their child's learning through an electronic journal. This enables parents to support their child's learning at home and to share achievements outside school with the class teacher.
- Phonics is taught well, with a good mix of physical, visual and verbal activities. Children use their understanding of phonics to read and spell unfamiliar words. Children enjoy reading and looking at books. They sat enthusiastically with the reading dog and his owner to share a high-quality text. Children listened carefully and showed the dog the pictures.
- Children's behaviour is good. They have an excellent, caring relationship with the teacher and additional adults.
- The theme of the Chinese New Year threaded effectively through the children's learning. Activities included writing Chinese characters and numbers, role play in a Chinese takeaway and making a Chinese treasure map. For many children, the highlight was eating cooked rice with chopsticks, which they used with considerable skill. Children confidently discussed how and why it was easier to pick up cooked rice rather than dry rice.
- Outside learning enhances the skills children have learned from previous teacher-directed activities. For example, children drew and labelled a plan of the large aeroplane they had constructed from bricks and planks. They built on their prior knowledge from drawing Chinese treasure maps.
- Leaders and staff in early years provide children with a safe, secure environment in which to learn and play. Safeguarding is effective and all welfare requirements are met.

School details

Unique reference number	121082
Local authority	Norfolk
Inspection number	10086777

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 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	99
Appropriate authority	The governing body
Chair	Judy Leggett
Executive Headteacher	Ashley Best-White
Telephone number	01603 898353
Website	www.harnserfed.co.uk
Email address	office@stfaithsprimary.norfolk.sch.uk
Date of previous inspection	14–15 July 2015

Information about this school

- Previously, the school had been part of the Harnser Federation, until it joined the Nebula Federation in December 2017. This is a federation of six primary schools with one executive headteacher and an executive senior leadership team. A reconstituted governing body is responsible for all schools in the federation.
- The staff within the Nebula Federation work collaboratively to support school improvement across the federation.
- There have been many changes in leaders and teachers since the previous inspection.
- The school is smaller than the average-sized primary school.
- Almost all pupils are of White British heritage.
- Children in early years attend full time in Reception Year.
- The proportion of pupils with SEND is in line with the national average.

- The proportion of pupils who are eligible for pupil premium funding is in line with the national average.
- The school has a Church of England designation. The most recent section 48 inspection was in November 2017.

Information about this inspection

- The inspector observed learning in all classes. Some of these observations were carried out jointly with leaders from the federation.
- Meetings were held with the executive headteacher, senior and middle leaders, governors, newly qualified teachers and a representative from the local authority.
- The inspector observed the school's work and looked at documentation, including: teachers' planning; the school's analysis of its strengths and weaknesses; information on pupils' attainment and progress; records of behaviour and safety; minutes of governing body meetings; and safeguarding documents.
- A discussion was held with a group of pupils, and informal conversations with pupils took place during lessons and at breaktimes. The inspector listened to pupils read and scrutinised work in pupils' books.
- The inspector considered 34 responses to Ofsted's online questionnaire, Parent View. Views of parents were informally sought at the beginning of the school day.

Inspection team

Julie Harrison, lead inspector

Ofsted Inspector

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