



Surlingham Community Primary School

Inspection Report

Unique Reference Number 120855
LEA NORFOLK LEA
Inspection number 280904
Inspection dates 21 June 2006 to 22 June 2006
Reporting inspector Mrs. Sue Hall AI

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

Type of school	Primary	School address	Walnut Hill
School category	Community		NR14 7DQ
Age range of pupils	4 to 11		
Gender of pupils	Mixed	Telephone number	01508 538214
Number on roll	88	Fax number	-
Appropriate authority	The governing body	Chair of governors	Mr.Paddy Hann
Date of previous inspection	20 June 2000	Headteacher	Miss. Catrin Parry-Jones

Age group	Inspection dates	Inspection number
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Introduction

The inspection was carried out by an Additional Inspector.

Description of the school

Surlingham is a small primary school serving a Norfolk village that is above average in terms of socio-economic features. The large majority of children are of White British heritage. The number of children eligible for free school meals is below average. The movement of children to and from other schools is average as is the proportion of children with learning difficulties.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 3

This school provides a satisfactory quality of education and has some good features. The school sees itself as a good school but inspection evidence does not support this view. In the last two years the school has made considerable progress, following a period when developments did not keep pace with changes in other schools nationally. Recent improvements are largely related to the effective leadership of the new headteacher. This has enabled staff to identify areas for development and work towards them. The school provides satisfactory value for money and has the capacity to improve further. Children enter the school with skills and knowledge that overall are above average for their age. They generally achieve well in the Foundation Stage and exceed the targets expected of them. Standards in Year 2 have been very disappointing for several years and some able children have underachieved, with none reaching the higher levels in writing. However, recent changes in the curriculum and lesson planning now ensure teaching that is better matched to the needs of these children that their progress is satisfactory. Standards in Year 6 have been consistently above or well above average over several years. Overall, pupils achieve at least satisfactorily and many do well in relation to their above average attainment on entry to the school. The quality of teaching and learning is satisfactory overall. Staff encourage the children well and make clear their expectations of good behaviour. There have been recent improvements in the way in which staff check the progress children make. However, the use of assessment and other such information is not well established in all procedures and at times the level of challenge in tasks does not meet the children's needs well enough. Procedures for staff and governors to check the work of the school have recently been developed but are not rigorous enough and do not clearly enough identify areas for further development.

What the school should do to improve further

- Ensure all staff use the full range of assessment information to provide the most appropriate level of challenge for all groups of children.
- Extend the opportunities to monitor and evaluate the work of the school and ensure this is rigorous enough to identify the next steps for improvement.

Achievement and standards

Grade: 3

Children enter the school with wide ranging knowledge and skills but overall attainment on entry is above average. Children are generally confident and articulate for their age and settle well to school. Most do well in the Foundation Stage and exceed the targets expected for their age. National test results over several years indicate that children in Year 2 have not done well enough in relation to their attainments on entry to Year 1. This has been especially so in writing, which was identified in the last two inspection reports as an area for improvement. The school was slow to address these issues and consequently, in 2005 tests, no children achieved the higher levels. With the help of

the new headteacher, staff have begun to make more accurate assessments of what children can do in literacy and numeracy and have considerably improved the planning of activities. Recent tests indicate substantial improvement in writing. Standards and achievement are now satisfactory, with several children reaching the higher levels. Standards in Year 6 have been high for several years and because they did not achieve all they could in Key Stage 1 older children have often appeared to make exceptional progress. Children are now making more consistent progress as they move through the school. They attain standards that are above average at 11 years of age and reach the challenging targets set for them. Overall, achievement is now at least satisfactory. Boys and girls, including those with learning difficulties, achieve satisfactorily.

Personal development and well-being

Grade: 2

Pupils' personal development is good. They have positive attitudes to learning and enjoy school. Most try hard to do well, although at times their work could be presented more neatly. The provision for children's spiritual, moral, social and cultural development is good. Staff make clear what is acceptable or not and children are confident there is little bullying. Children behave well and most are polite and helpful. The school works hard to encourage a caring approach although at times some do not think of others first. Attendance is good for the majority although affected by holidays in term time. The school provides two hours of physical education and healthy choices for meals. The extensive school grounds encourage active play, all of which support healthy lifestyles well. The school is an integral part of the community and fully involved in local activities. This, together with opportunities for children to take on responsibilities such as the school council, enables them to develop an understanding of citizenship.

Quality of provision

Teaching and learning

Grade: 3

The quality of teaching and learning is satisfactory overall but variable. Teaching of children in the Foundation Stage is generally good. These children are benefiting from the new classroom base, although the unfinished external facilities limit learning in some areas. Learning in Years 1 to 6 is satisfactory overall and is strongest in Years 3 and 4 where teaching is enthusiastic, challenging and fun. However, there are elements that are less effective in Key Stages 1 and 2. The headteacher has worked effectively with staff to identify what works well and where changes are necessary. Staff have extended the way in which they track the progress children make and are starting to use assessment information to provide work set at the right level of challenge for all groups of children. However, at times the choice of tasks is too hard for some children and samples of work indicate that at other times work is too easy. The marking of work is inconsistent and does not always indicate to children what they need to do to improve.

Curriculum and other activities

Grade: 3

The curriculum is broad and balanced and satisfactory overall. There are some good elements but there are others which are not yet making a full impact on standards. There are good opportunities, particularly for the older children, to work together in teams, including in the role of a company or enterprise. In Key Stage 2, children frequently work in groups with a good focus on learning through enquiry and opportunities to discuss their ideas and pursue areas of particular interest. Much work has recently been undertaken to ensure planning takes more account of previous learning. Staff work conscientiously to identify how activities meet the needs of groups of mixed ages and abilities, especially in literacy and numeracy activities. The focus on such basic skills enables children to develop the skills that equip them for their future economic well-being. However, opportunities to use information and communication technology resources are not always taken. Extra-curricular activities are satisfactory.

Care, guidance and support

Grade: 3

The care, guidance and support of children is satisfactory overall, which is below the school's evaluation. The pastoral care of children is generally good. Staff know children well and quickly recognise when they are unhappy or struggling and need additional care. The support for those with learning difficulties is good and enables them to work successfully towards their targets. Child protection procedures are secure and appropriate checks are made of all who help the children. Overall, the procedures to safeguard children are satisfactory, although there are identified health and safety concerns which require urgent attention. Procedures to check and track the academic progress children make have recently been developed and are now satisfactory. However, the way in which staff use this information to ensure the most appropriate level of challenge is variable. Targets are set for children but they are not always clear about what they have to do to improve.

Leadership and management

Grade: 3

The quality of leadership and management is satisfactory overall, which is below the school's own evaluation. The most significant strength is the very effective leadership of the new headteacher, which has enabled the school to move forward in the last two years. Being aware that she needed the support of staff facing many changes, she has worked well to improve the quality of teaching and learning, curriculum planning and particularly the ways in which staff check and track the progress children make. Much has been achieved recently and there is good capacity to improve further. Parents are pleased with the quality of education offered and are consulted well about what the school needs to do to improve. Governance of the school is satisfactory and governors have the potential to extend their role further. However, the headteacher and governors

are astute and realise there is more to be achieved to ensure consistency in all areas of school life. The school has begun to evaluate its own effectiveness but this is at times over-generous and lacks rigour. The school has recently developed the role of subject leaders in literacy and numeracy, including opportunities to evaluate samples of children's work. There are also occasions when the headteacher monitors the quality of teaching and learning but there is room to extend this programme as well as the opportunities for other staff to develop their roles and play a part in identifying the steps for further improvement.

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Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	3	NA
How well does the school work in partnership with others to promote learners' well-being?	3	NA
The quality and standards in foundation stage	3	NA
The effectiveness of the school's self-evaluation	3	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

How well do learners achieve?	3	NA
The standards ¹ reached by learners	2	NA
How well learners make progress, taking account of any significant variations between groups of learners	3	NA
How well learners with learning difficulties and disabilities make progress	3	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	2	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	3	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	3	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	3	NA
How well are learners cared for, guided and supported?	3	NA

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	3	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	3	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	NA
How effectively and efficiently resources are deployed to achieve value for money	3	NA
The extent to which governors and other supervisory boards discharge their responsibilities	3	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

Following my visit to your school I would like to let you know what I found out. But first can I say a big thank you for making me feel welcome and for talking about all the different things that you enjoy at school. It was good to hear how you feel that the staff listen to you and take good care of you. You probably saw quite a lot of me when I came into classrooms and assembly and when I had lunch with you. I have told the teachers that you usually behave well and they are proud of you. I know how many of you and your families like school so I have talked with your headteacher about how the school can find ways of being even better. I have asked the teachers to look at how they use the information from tests to make sure you have work that isn't too hard or too easy. Teachers are also going to look at how well you learn in each class, at your books and to talk to you to see if you are doing as well as you can. All the staff at school want you to do really well and your headteacher has got some really good ideas to make the school an even better place. All of you can play an important part in this by working as hard as you can, making sure you come to school on time and are kind and helpful to everyone. I am sure you will do your best. It was a pleasure to meet you all.