



# St Germans Primary School

## Inspection Report

**Unique Reference Number** 120891  
**LEA** NORFOLK LEA  
**Inspection number** 280909  
**Inspection dates** 30 January 2006 to 31 January 2006  
**Reporting inspector** Mr. Michael Best LI

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

<b>Type of school</b>	Primary	<b>School address</b>	School Lane
<b>School category</b>	Community		PE34 3DZ
<b>Age range of pupils</b>	4 to 11		
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01553617246
<b>Number on roll</b>	76	<b>Fax number</b>	01553 617747
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Mrs. Robyn Press
<b>Date of previous inspection</b>	14 January 2002	<b>Headteacher</b>	Mrs. Alison Hughes

<b>Age group</b> 4 to 11	<b>Inspection dates</b> 30 January 2006 - 31 January 2006	<b>Inspection number</b> 280909
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## Introduction

The inspection was carried out by an Additional Inspector.

## Description of the school

The school is smaller than other primary schools. The number on roll is rising, and mobility is high. Most pupils are White British and all speak English as their first language. The attainment of children joining the Reception class is broadly average. Serving a mixed Fenland community, the school includes children from traveller families and those looked after by the local authority. The proportion of pupils with special educational needs is average. The previous inspection in October 2003 removed the school from the category of special measures. The school is in partnership with a neighbouring village school. They share a headteacher and administrative staff. Teaching staff work closely with each other, sharing expertise and learning resources.

## Key for inspection grades

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

## **Overall effectiveness of the school**

### **Grade: 3**

The school's overall effectiveness is satisfactory and improving. Standards in the Foundation Stage are good and are rising in both key stages. The school's capacity for further improvement is good. The school is well led and managed, and it works well with its partners and stakeholders. Through good standards of care, support and guidance the school successfully promotes pupils' personal development and well-being. The positive outcome of the changes introduced during the past two years is evident in the good teaching, effective learning and the good progress of learners in the Foundation Stage and in both key stages. Central to this is teachers' increased emphasis on involving pupils in active, practical learning and problem-solving. This is successfully engaging pupils' interest and concentration, and they are rising well to the challenge. Staff and pupils make good use of information and communication technology (ICT) tools and equipment. Achievement is satisfactory. Although pupils are currently making good progress in their lessons a significant number made uneven progress in earlier years, particularly in writing where below average standards have adversely affected their performance in English and across the curriculum. The school is working hard to resolve this but in judging its effectiveness as satisfactory, it correctly recognises that the full impact of its efforts to bring about improvement have yet to be reflected fully in pupils' results in the Year 6 tests. The school provides sound value for money. Robust assessment procedures now successfully help staff to track all pupils' progress closely and, in particular, identify those pupils who need additional help and challenge at an early stage. Teachers make good use of this information to set learning goals. The school acknowledges that the next step is to develop pupils' involvement in setting personal targets, and in monitoring their progress towards these.

### **What the school should do to improve further**

- Raise standards in writing in English and across the curriculum.
- Continue to develop pupils' practical and problem-solving skills.
- Further develop pupils' involvement in setting and monitoring their individual targets for improvement.

## **Achievement and standards**

### **Grade: 3**

When they enter the Reception class, children have a wide range of skills and experiences. Standards in the Foundation Stage are good. Children make good progress and the majority achieve the early learning goals. In the 2005 National Curriculum assessments at the end of Year 2, results were broadly average. Over time, these standards have been maintained in reading, writing and mathematics. Pupils' results in the tests at the end of Year 6 were broadly average, reversing the downward trend of the previous two years. Targets, based on pupils' predicted performance were not met in English and fewer pupils than expected reached the higher levels in mathematics. A high proportion of this year group joined the school in Years 5 and 6. Achievement is satisfactory. Uneven progress earlier in their school careers, particularly in writing

has suppressed pupils' standards in English and across the curriculum. Robust and regular assessment procedures are now enabling teachers to accurately track pupils' progress, and to set them challenging but realistic targets to achieve. Throughout the school, learners are now making good progress and this is driving up standards, though this is not yet reflected in the longer term progress pupils make. There are no significant differences in the progress made by different groups of pupils. Those who need additional help, and those with the capacity to reach higher levels, are being successfully identified and supported at an early stage.

## **Personal development and well-being**

### **Grade: 2**

Pupils like coming to school and want to do well. They enjoy their lessons, work well on their own and in groups, and appreciate the good working relationships they have with staff. Behaviour in lessons and around the school is good. Pupils say that the 'yellow card' system and the arrival of new playground games have helped to bring about improvement. Attendance is above the national average and most pupils arrive on time. Pupils' spiritual, moral, social and cultural development is good. They have a good understanding of right and wrong. In work, and at play, they respect each other. They are successfully developing a good understanding of Fenland culture alongside that of the wider world, and they effectively reflect upon what they see and hear. Pupils have a good regard for their personal safety and demonstrate a good understanding of healthy living. They enjoy and support after school clubs and activities. Through the school council, pupils take an active part in improving school life and facilities. They are well involved in village activities and support local and national charities. Pupils enjoy taking responsibility. They look forward to the next stage of their education. Their well-developed skills in using ICT to research, process and present information are preparing them effectively for the future.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

The quality of teaching is good. Teachers' high expectations of behaviour and application to work are well understood by learners, who respond promptly and positively to instructions and requests. Teaching has improved and staff are working hard to make good the uneven progress older pupils made in the past. Staff have a secure subject knowledge. They know pupils well and provide effective support for their differing needs, successfully engaging learners' interest and enabling them to work productively. Staff make good use of assessment information to pitch learning at the correct level. They productively share learning objectives with learners, and use questions effectively to check progress at the end of each lesson. Lessons proceed at a good pace, with no time wasted. Occasionally, teachers try to cover too much ground in their whole class teaching. Teachers make good use of the interactive white board to introduce practical learning activities and to set learners problems to solve. Pupils

are very enthusiastic about these approaches to learning and respond well to the challenges they meet. Their developing confidence as learners is well reflected in the good gains they make in their knowledge and understanding. Homework effectively supports pupils' learning in school. Teachers' marking of pupils' work is thorough and points the way forward. However, learners' assessment of their own work is less developed.

## **Curriculum and other activities**

### **Grade: 2**

The curriculum is broad and balanced, and effectively meets the needs of all learners. It meets requirements and successfully prepares pupils for the next stage of their education. Staff plan their lessons well. They focus effectively on the systematic development of pupils' skills and understanding. The school has rightly identified that to raise standards, its curriculum needs a strong focus on practical activities that fully involve pupils in talking, listening, observing and experimenting, and in taking an active role in learning. These elements are being successfully promoted in lessons, and are making a significant contribution to pupils' improved progress. Pupils' application of ICT across the curriculum is a strength. The school's programme for personal, social and health education and citizenship is effectively planned. Pupils develop a good understanding of safe and healthy living, and successfully develop their role as members of a Fenland community. Pupils enjoy and support a good range of after-school sporting and other activities.

## **Care, guidance and support**

### **Grade: 2**

The school cares well for its pupils and provides effectively for their safety. Pupils get on well with each other and with adults, and feel safe in school. Staff have worked successfully to improve pupils' attitudes to work and their behaviour in and around the school since the last inspection. Procedures to promote good attendance are effective. Staff and governors are familiar with the school's effective child protection and other health and safety procedures. The arrangements for supporting vulnerable pupils are good. The school has strong links with outside agencies, and acts promptly to meet individual pupils' needs. The implementation of effective and reliable assessment procedures has been instrumental in bringing about improvement. Prompt identification of learners' needs has successfully reduced the number of pupils on the school's special educational needs register, and enabled the school to provide challenge for the more able. Pupils know what they need to do to improve their work, and the school recognises that they are now ready to play a greater role in setting and monitoring their individual targets.

## **Leadership and management**

### **Grade: 2**

The headteacher leads and manages the school well. Shared by all staff and governors, the school's clear and purposeful vision for development is sharply focussed on raising standards. The school's priorities for improvement are well thought through with ambitious but achievable goals, realistic timescales and effective arrangements for evaluation. The school's self-evaluation gives an accurate and honest picture of its work, and takes good account of the views of its stakeholders. Good quality analysis of pupils' performance, coupled with regular and effective monitoring of teaching and learning has successfully identified the way forward. The leadership's improvements to the curriculum and assessment procedures are successfully promoting good quality teaching and learning, and enabling all pupils to make good progress in their lessons. Standards of achievement are rising as staff and pupils work hard to improve the uneven progress of the earlier years. The school has successfully addressed the issues for improvement identified at the time of the previous inspection and its capacity for further improvement is good. After a period of change, the staff team is stable. They work well together, with support staff playing an effective and valued role. The advantages of partnership with a neighbouring school are evident in the effective leadership, support and resourcing of teaching and learning in subjects across the curriculum. The extended school buildings and grounds are well maintained, and the school is well equipped. Governors have a good understanding of the school's strengths and weaknesses, and their role in holding the school to account. They are well led and discharge their duties in accordance with the law. The budget is effectively deployed, with reserves within recommended levels.

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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>	<b>School Overall</b>	<b>16-19</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	3	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	2	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

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

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	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	2	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	2	NA

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	2	NA
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	2	NA
<b>How well are learners cared for, guided and supported?</b>	2	NA

<sup>1</sup> 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**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	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	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

<b>The extent to which schools enable learners to be healthy</b>	
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
<b>The extent to which providers ensure that learners stay safe</b>	
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
<b>The extent to which learners make a positive contribution</b>	
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
<b>The extent to which schools enable learners to achieve economic well-being</b>	
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**

Thank you for making me so welcome when I visited your school and for all the help you gave me. I thoroughly enjoyed hearing you talk about your life and work in school. I am particularly pleased that you are so keen to learn and work hard. Your teachers keep a close eye on how well you are doing and use this information to plan interesting and challenging lessons. I think they are absolutely right to give you plenty of opportunities to work together on practical activities and solve problems. I know you enjoy these, especially when you use the interactive whiteboard and other ICT tools, and I can see the good progress you are making in improving your skills and understanding. Some of you find it difficult to write down your ideas and answers. Your teachers are working hard to help you and I want them to keep up the good work to help you do even better. You all know what you have to do to improve your work but I think you could be more involved in setting your own targets and keeping track of the progress you make towards them. The school council told me how you have all worked together to improve your behaviour in lessons and around the school and I congratulate you on your success. I'm pleased to hear how well the 'yellow card' scheme works and to see the playground equipment you raised the money to buy. You are keen to live healthy lives and I really enjoyed hearing about the Fenland myths and legends. You get on well with each other and with the adults in the school. They take good care of you, and they give you plenty of help and support when you need it. Your headteacher, staff and governors are working really hard to improve your school - and with your help they are succeeding. They know what is good about the school and what they need to do to improve it. Their plans for the future are good and I am confident that you will all succeed. Keep working hard and enjoying school.