



# Marham Airfield First School

## Inspection Report

**Unique Reference Number** 120900  
**LEA** NORFOLK LEA  
**Inspection number** 280912  
**Inspection dates** 29 November 2005 to 30 November 2005  
**Reporting inspector** Mr. John Messer LI

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

<b>Type of school</b>	Primary	<b>School address</b>	Cedar Road
<b>School category</b>	Community		PE33 9LT
<b>Age range of pupils</b>	4 to 8		
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01760337217
<b>Number on roll</b>	199	<b>Fax number</b>	01760338509
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Mr. Robert Holmes
<b>Date of previous inspection</b>	11 October 1999	<b>Headteacher</b>	Ms. Jan Duffill

<b>Age group</b> 4 to 8	<b>Inspection dates</b> 29 November 2005 - 30 November 2005	<b>Inspection number</b> 280912
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## Introduction

The inspection was carried out by two Additional Inspectors.

## Description of the school

The school serves an airforce base in an isolated rural setting. Many pupils enter and leave the school as their parents are posted to other bases in Britain or abroad. There are more boys than girls and they are taught in eight classes. The proportion of pupils with learning difficulties is average. Attainment on entry is broadly average. Nearly all pupils are from White English speaking families but a small number are from minority ethnic backgrounds. Several pupils speak languages other than English and a small number are at an early stage of learning English.

## 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 self-evaluation shows that its overall effectiveness is satisfactory. Inspection findings confirm that this school provides a satisfactory education for its pupils. There have been significant shortcomings in the leadership of the school and the future is uncertain. Staff training needs have been neglected, resources are at a low ebb and the school has not kept pace with curricular developments. The roles of subject leaders are underdeveloped. The school has improved significantly over the past three months. Leadership and management are now satisfactory. Provision for children in the Foundation Stage is satisfactory and they make satisfactory progress. Most are likely to attain the learning goals that they are expected to reach by the end of reception. Most pupils in Years 1 to 3 make satisfactory progress in reading, writing and mathematics and standards are average. However, some of the faster learners do not always make as much progress as they should. Pupils do not have sufficiently clear or challenging targets to help them or their parents to understand how they can improve their performance. Across the school teaching is satisfactory. The school provides satisfactory value for money. Parents are very pleased with the education their children receive. There have been some improvements since the last inspection but the school cannot demonstrate the capacity to sustain improvement.

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

- Develop the leadership roles of staff in order to strengthen the school's capacity to raise standards.
- Raise teachers' expectations of all the faster learners so that they can attain higher standards.
- Extend training opportunities for staff.
- Devise clear and challenging targets for pupils that help them to understand exactly what they should do to reach the next stages in their learning.

## **Achievement and standards**

### **Grade: 3**

Most pupils, including those with learning difficulties and those who speak languages other than English at home, make satisfactory progress. Children enter the school with attainment that is average and leave at the end of Year 3 with standards that are average in reading, writing and mathematics. Children make satisfactory progress in the reception classes and attain the early learning goals that children are expected to reach. Pupils make satisfactory progress in Years 1 to 3 and attain average standards. This was largely reflected in the national tests in 2005 for pupils in Year 2. Pupils attained average standards in reading and mathematics and above average results in writing. However, an analysis of pupils' performance in the tests over the past two years shows that the standards attained by some of the more able pupils were not high enough in reading, writing or mathematics. The main reason for a degree of underachievement by some of the faster learners is that teachers' expectations are sometimes too low. The high number of pupils entering and leaving the school has a negative impact on the continuity of their learning. In view of this, the school does

well to maintain satisfactory progress and average standards. Pupils enjoy learning and are keen to succeed.

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

### **Grade: 3**

Most pupils' behaviour is satisfactory but some pupils are easily disturbed and find concentration difficult. There are variations in teachers' approaches to the use of rewards for behaviour so that sometimes behaviour is not treated consistently. Relationships between staff and pupils are friendly. Pupils enjoy school and attendance is good. Pupils' spiritual, moral, social and cultural development is satisfactory. Pupils work and play happily together. Pupils develop a good understanding of their responsibilities to those in need. The school is part of a strong Royal Air Force (RAF) community and as such, has recently used its contacts to arrange for parcels of books, collected by the children, to be flown to Africa. Pupils have a satisfactory understanding of how important it is to maintain healthy lifestyles. They learn a good range of key skills that prepare them satisfactorily for the next stage in their education.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

Teaching and learning are satisfactory. Teachers plan lessons in detail. At the beginning of lessons teachers effectively explain what they expect pupils to learn and provide appropriate activities that help pupils to reach these learning goals. In the best lessons teachers spend time, towards the end of each session, discussing with pupils what they have learned. This helps pupils to understand how much progress they are making. Teachers adjust activities to meet the needs of pupils with special educational needs and the slower learners. This helps these pupils to achieve success in completing tasks and feel pleased with the work they produce. However, work is not always adjusted sufficiently to stretch the faster learners and some do not make as much progress as they should. Teachers do not set a series of short-term targets for pupils to lead them from one stage in their learning to the next. Teaching assistants give sound support but there are occasions when they are not actively involved in supporting pupils' learning. Relationships between teachers and pupils are good and this helps pupils to enjoy their learning.

### **Curriculum and other activities**

#### **Grade: 3**

The curriculum is satisfactory and meets legal requirements. It is broad and well balanced. A satisfactory range of visits helps to add interest to the curriculum. Many children attend the nearby after school club. The school organises clubs for recorder and choir at lunchtimes which are well attended. Resources are generally satisfactory but are limited for information and communication technology and teaching and

learning are not well supported by the latest technology. There is a satisfactory range of outdoor sports, but the school is hampered by the lack of a playing field. Time is occasionally wasted and lessons sometimes start late and can overrun. Overall, there is satisfactory provision for pupil's personal, social and health education. There is an outline plan for personal, social and health education to guide teachers but it is not sufficiently detailed.

## **Care, guidance and support**

### **Grade: 3**

This is a happy school with a friendly atmosphere. The many children who move here during the year quickly settle in well. Child protection procedures are clearly understood and there has been recent staff training. The school works well with the RAF to support those children and families who need extra care, or whose home circumstances are difficult. There is an appropriate oversight of health and safety procedures. There is satisfactory and improving provision for pupils with special educational needs, with a new coordinator who has enthusiastically taken to her role. There is good liaison with external support agencies. Some teaching assistants supervise pupils well but do not interact with them effectively by, for example, posing challenging questions to extend understanding. Pupils do not have precise targets to give them a clear idea on what they need to do to improve.

## **Leadership and management**

### **Grade: 3**

The management of the school is satisfactory. Although the leadership is also satisfactory it is less secure and there has been a history of shortcomings. Acting headteachers have worked hard to resolve these shortcomings. The school has not fully complied with regulations regarding the performance management of teachers and so training needs have not been identified. There has been no detailed and thorough analysis of pupils' progress and consequently no setting or sharing of learning targets. Until recently teaching and learning have not been monitored or evaluated systematically in order to identify areas for improvement. The current acting headteacher is now providing very good support and, together with staff and governors, has accurately identified the school's most pressing priorities for improvement. She has worked with staff and governors to devise a clear plan designed to evaluate the school's performance. Teaching and learning are now closely monitored by the headteacher and teachers have been given clear guidance on how to improve. In just three months she has done much to stabilise the school and give it clear direction. The roles of senior teachers and subject leaders are at present underdeveloped. The acting headteacher leads the school strongly but her position is temporary during the substantive headteacher's absence. Consequently the school's capacity to improve is uncertain. Most of the governors are new but they are already closely involved in the school's new self-evaluation procedures. Parents and carers are kept well informed about school issues and their views are taken into account. They are very pleased with the school's improvements.



## 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?	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	No	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	3	NA
How well learners with learning difficulties and disabilities make progress	3	NA

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	3	NA
The extent of learners' spiritual, moral, social and cultural development	3	NA
The behaviour of learners	3	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	3	NA
The extent to which learners make a positive contribution to the community	3	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	3	NA

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	3	NA
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	3	NA
<b>How well are learners cared for, guided and supported?</b>	3	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>	3	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	4	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	3	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

<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**

We enjoyed visiting your school. Thank you for being so friendly and helpful. This is what we thought about your school. - You learn how to read and write and solve number problems and you are well prepared to learn more when you move to the middle school. - Considering the high number of children who keep leaving and joining the school, you do well to make sound progress. - You are kind and you help new children to settle quickly and happily. - The teachers and classroom helpers are kind and try hard to help you in your learning. - You know how to look after yourselves and stay safe and you are developing an understanding of the need for a healthy diet and regular exercise. - You enjoy learning and are keen to find out as much as you can about the world we live in. - Your parents are pleased with the school and are keen to help you in your learning. - Your acting headteacher has some very good ideas about how to improve the school and wants to help you to do as well as you possibly can. We think that there are four main things that the school needs to do to make things even better. - We want all the teachers to work closely together in a big effort to lead school improvements so that you learn even more. - The faster learners need activities that they have to think harder about so that they can produce better work. - We would like your teachers to have more opportunities to go on training courses so - We think that it would be helpful if you all had a much clearer understanding of exactly what you should do to reach even higher standards in reading, writing and mathematics. We thought that you were very sensible children with good ideas. We are sure that you can help the grown ups by thinking hard about what you could do to make the school even better. We wish you all every success in the future.