



# St Mary's Endowed Church of England VA Primary School

## Inspection Report

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**Unique Reference Number** 121125  
**Local Authority** NORFOLK  
**Inspection number** 280937  
**Inspection dates** 28–29 November 2006  
**Reporting inspector** Heather Weston HMI

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

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<b>Type of school</b>	Primary	<b>School address</b>	Chapel Road
<b>School category</b>	Voluntary aided		Roughton, Norwich
<b>Age range of pupils</b>	4–11		Norfolk NR11 8AF
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01263 761368
<b>Number on roll (school)</b>	72	<b>Fax number</b>	01263 761368
<b>Appropriate authority</b>	The governing body	<b>Chair</b>	Mr David Wiltshire
		<b>Headteacher</b>	Mrs June Bibby
<b>Date of previous school inspection</b>	8 November 1999		

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## Introduction

The inspection was carried out by one of Her Majesty's Inspectors.

## Description of the school

St Mary's is a smaller than average sized voluntary aided Church of England primary school serving the village of Roughton in Norfolk and its surrounding communities. Half the pupils come from outside the school's immediate area, from a broad range of social and economic backgrounds. A lower than average number of pupils take free school meals. There is greater mobility than in most schools. No pupils come from minority ethnic groups. The percentage of pupils who have learning difficulties or disabilities is slightly higher than average. Currently the school has a significantly higher number of boys than girls and there is a variation in the numbers of pupils in each year group.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 3

St Mary's is a satisfactory school. Key features are the very strong links with parents, the Church and the community, which enhance all aspects of the pupils' development. There are also good links with the playgroup which shares the school site, so that pupils make a good start at school. Parents support the school well and a large number help in school to further pupils' learning.

Results fluctuate year by year and this is partly due to the small number of pupils in each year group. Pupils make satisfactory progress in Key Stages 1 and 2; in the Foundation Stage they make good progress. The school has identified, through tracking pupils' progress, that they are underachieving in mathematics and action is being taken to improve provision. This tracking is a recent development and is also used to identify the needs of particular pupils or groups of pupils. The school has appropriately introduced targets for individual pupils in literacy and mathematics so that they know the next steps in their learning. It is, however, too early to measure the impact of these developments.

There is a greater sharing of leadership following the school's involvement with the Primary Leadership Programme and the appointment of the senior teacher, which results in satisfactory levels of school self-evaluation. The quality of teaching has improved as a result of monitoring, but monitoring has not identified that pupils' written work is not of sufficient quality in some year groups, due to a lack of rigour regarding presentation. Although there is a better understanding and use of day-to-day assessment, marking is not sufficiently constructive to lead to improvement. The school has been slow to resolve a health and safety issue raised in the previous inspection.

Pupils feel safe and have a good understanding of how to be healthy. Their attitude to learning is satisfactory, but not always positive, due to a lack of expectation regarding low level behaviour. A good development is the promotion of team building and social skills to improve pupils' personal development.

The school provides satisfactory value for money and shows satisfactory capacity to improve.

### What the school should do to improve further

To improve the quality of provision and, as a result, achievement and standards the school needs to:

- Sustain the rigorous approach to assessment and ensure that the tracking of pupils' progress and the use of marking inform teaching and pupils understanding of their own learning.
- Improve the use of pupil targets so that pupils know how to improve their work and can take responsibility for their learning.
- Raise expectations regarding the presentation and accuracy of pupils' work.

## Achievement and standards

### Grade: 3

Achievement and standards are satisfactory. Attainment on entry was below national expectations last year, and is in line this year. Pupils in the Foundation Stage make good progress with standards just above expectations.

Standards at the end of Key Stage 1 have been below the national average over time. In 2006, Year 2 pupils were below the national average in reading and writing but in line with the average in mathematics, when more able pupils attained above average results. Standards at the end of Key Stage 2 in 2006 were broadly in line with expectations in English, above in science but below in mathematics. Pupils make satisfactory progress except in mathematics.

Evidence from pupils' work throughout the school shows pupils are working at below average standards in mathematics, except in the Foundation Stage and Year 1, where standards are in line. Data shows that pupils make satisfactory progress in reading and writing, but the quality of work in pupils' books demonstrates a lower standard.

## Personal development and well-being

### Grade: 3

Pupils' personal development is satisfactory. Most pupils demonstrate positive attitudes. Some pupils say that they do not enjoy school, although responses from parents were positive. Most pupils behave well in lessons but there are times when they are restless, particularly during the afternoons. Pupils feel safe in school. They have a good understanding of what constitutes healthy eating and healthy lifestyles, and have opportunities to take regular exercise in lessons and school clubs. The prefect system and the active school council enable pupils to develop a sense of responsibility. Spiritual, social, moral and cultural development is satisfactory overall. Assemblies and Church celebrations contribute well to pupils' spiritual development. Multi-cultural education is appropriately promoted in the context of a single culture school, for example by developing an awareness of urban deprivation in Africa.

## Quality of provision

### Teaching and learning

#### Grade: 3

Teaching and learning are satisfactory. Collaborative learning is a positive feature of lessons, enabling pupils to help each other with their learning and to develop team work. However, some lessons are over long and pupils lose concentration and interest in their learning. At times, teachers do not set high enough expectations of pupils' behaviour.

Teachers use information communication technology (ICT) effectively to support teaching and learning. A growing strength is the planning of activities which are well

matched to pupils' needs. This is a result of a greater accuracy in the assessment of pupils' progress and the ability to guide them in the next stage of their learning. During lessons, teachers assess pupils' learning well and address misconceptions. Teaching assistants, who are a recognised strength of the school, make a positive contribution to lessons and to assessing pupils' progress. Pupils' work is marked regularly. However, this is not leading to improvement because teachers do not give clear guidance as to how improvements can be made or expect pupils to improve their work in response to marking. Some teachers too readily accept work which is not well presented, and pupils do not consistently take sufficient care with punctuation, handwriting and spelling. This inhibits progress.

## **Curriculum and other activities**

### **Grade: 3**

The curriculum is satisfactory. It ensures all pupils cover the required range of learning, matched to pupils' needs and interests. With the recent redesigning of the curriculum, more opportunities are being created for developing literacy skills across the curriculum, and for developing creative thinking and investigative work. An additional focus is being placed on the planning of opportunities for speaking and listening in order to improve pupils' reading and writing skills. The school has also recently planned a programme for personal, social and health education. These are good initiatives, as yet at the early stages of development. Pupils are enabled to use their ICT skills in other subjects. All pupils in Key Stage 2 learn French and use this confidently to rehearse answers to questions. Enrichment activities provide opportunities for extending the curriculum and for further physical exercise. Last summer all pupils enjoyed the week spent developing their summer concert, improvising words and actions and rehearsing their own music.

## **Care, guidance and support**

### **Grade: 2**

Care, guidance and support for pupils are good. Proper attention is paid to most aspects relating to their health and safety. Risk assessments are carried out for school visits, child protection procedures are known to all staff and robust procedures are in place to ensure the suitability of adults working with pupils. A pupil counsellor supports a group of pupils with emotional and bullying related issues. Assessment information is used well in teachers' planning to meet the needs of different groups of pupils. Teachers share learning objectives with pupils so that they can assess their own learning. Those with learning difficulties and disabilities are supported effectively by teaching assistants. Individual pupil targets have been in place in literacy for some time, and have now been introduced in mathematics. These have yet to impact on pupils' progress.

## **Leadership and management**

### **Grade: 3**

Leadership and management are satisfactory. The leadership team has been strengthened by the appointment of the senior teacher and the sharing of responsibility between all staff. There is clear strategic direction for the school which is focused firmly on raising standards in all subjects and particularly in mathematics. Appropriate strategies have been introduced to improve pupils' speaking and listening skills, develop their creative thinking skills and promote collaborative learning in order to raise standards in reading and writing. Pupil performance data is being analysed more carefully than in previous years and is being used to identify pupils' individual learning needs. Teaching and learning are monitored by the headteacher and senior teacher and this has led to an improvement in the quality of teaching, but it lacks rigour regarding expectations of behaviour and the presentation and accuracy of pupils' work. Leaders and managers have been slow to resolve a health and safety issue raised in the previous inspection.

Changes in the governing body, including the recent appointment of a new chair, have restricted the governors' monitoring of provision. However, the governors' evaluation of the school's performance is accurate and has led to the appropriate allocation of the school's limited financial resources to support improvement.

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## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	<b>School Overall</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
How well does the school work in partnership with others to promote learners' well-being?	3
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	3
The capacity to make any necessary improvements	3
Effective steps have been taken to promote improvement since the last inspection	Yes

### Achievement and standards

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

### Personal development and well-being

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

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	3
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	3
<b>How well are learners cared for, guided and supported?</b>	2

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

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively performance is monitored, evaluated and improved to meet challenging targets	3
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	3
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

## **Text from letter to pupils explaining the findings of the inspection**

The Pupils,

St Mary's Endowed Primary School, Chapel Road, Roughton, Norfolk. NR11 8AF

30 November 2006

Dear Pupils

Thank you for welcoming me to your school and for talking to me and showing me your work. I enjoyed meeting you all and talking to you.

I liked the way you worked well together in lessons and helped each other to solve problems. I know that you like the way teachers use interactive whiteboards to make lessons interesting. I saw that the work your teachers gave you was challenging but not too hard. When you were interested, you behaved well in lessons, but I feel that some of you need to make sure you behave well all the time.

I feel there are things that your headteacher and the other staff need to do to improve your school. They need to carry on checking the level of your work to make sure you are making progress. They also need to make sure that when they mark your work they show you how you can improve it, and make sure that you have time to do this. You can help by making sure you check your marking and carry out the improvements. I know you have targets in some of your books. Teachers need to help you take responsibility for checking your work against these targets. Teachers also need to make sure that you always take care over the presentation of your work. I know not all of you do this and this is where you can show your sense of responsibility by presenting your work well.

I would like to send my best wishes, and I hope you have fun preparing your Christmas activities.

With best wishes

Heather Weston

Her Majesty's Inspector of Schools