



Gresham Village School

Inspection Report

Unique Reference Number 121193
LEA NORFOLK LEA
Inspection number 280952
Inspection dates 22 November 2005 to 23 November 2005
Reporting inspector Mr. Roger Fry LI

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

Type of school	Primary	School address	Cromer Road
School category	Foundation		NR11 8RF
Age range of pupils	3 to 11		
Gender of pupils	Mixed	Telephone number	01263 577349
Number on roll	124	Fax number	01263 577349
Appropriate authority	The governing body	Chair of governors	Mr. Steve Royle
Date of previous inspection	11 October 1999	Headteacher	Mrs. Lisa-Marie Cook

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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

Gresham Village School serves the village and surrounding area. Children are from White British backgrounds and all speak English as their first language. The school is in a less affluent area of the county but the proportion of children who have free school meals is below average. The school has an average proportion of children with learning difficulties. When children join the school, their knowledge and skills are similar to children nationally. During the last two years there have been a significant number of staff changes.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

Gresham Village School provides a satisfactory education for its children. Children make adequate progress and the school gives satisfactory value for money. Provision in the Foundation Stage (the nursery and reception classes) is satisfactory. In 2005, the reception children reached the standards expected nationally by the end of the year. In Year 2, all children attained the expected standards for their age or better in writing and mathematics. In Year 6, standards in English and science were close to average. Mathematics standards were low. Boys do not perform as well as girls across the school because they do not find work as interesting. The changes of staff in the past has disrupted children's education in Years 3 to 6. Staffing is now more settled. Children's personal development is satisfactory. They accept many responsibilities and behaviour is satisfactory. Gresham provides satisfactory care and guidance for children and the most vulnerable children are well supported. Children are happy in school and are keen to do well. Teaching and learning are satisfactory. Some lessons are taught at a good pace, but the most able children do not always make the progress they should. The curriculum is satisfactory. Children make good use of the site and village in their work. The headteacher leads the school strongly. The results of the inspection match closely with the school's self-evaluation. The school, for example, has correctly identified the need to involve all staff more in planning and carrying out school improvement activities. The governing body makes a good contribution. The school's value for money has improved and it has a satisfactory and growing capacity to improve further. The school has successfully tackled the issues from its previous inspection. For example, communications with parents are much better than they were and the accommodation is now good.

What the school should do to improve further

- Improve the quality of teaching in mathematics to raise standards in Years 3 to 6.
- Motivate boys further and set more challenging work for higher attaining children to improve their progress.
- Develop the roles of teaching staff to include planning and carrying out more school improvement activities.

Achievement and standards

Grade: 3

Children's attainment on entry to school is similar to children nationally. Overall children, including those with learning difficulties, make satisfactory progress as they move through the school. Reception children made satisfactory progress last year and reached the expected standards on transfer to Year 1. Standards in Year 2 improved in 2005 after a decline over the previous four years. Children made good progress because teaching has improved. All children attained the expected standards for their age or better in mathematics and writing and most reached these in reading. In 2005, standards in English and science in Year 6 were close to average and children made satisfactory progress. Mathematics standards were low and children's progress was

unsatisfactory. Changes of staff over the last two years have disrupted children's education. Most targets the school sets children are challenging. However, there are gaps in their knowledge and children did not meet them in mathematics last year. There is clear evidence this year that children are catching up, because teaching is better organised. This term children continue to make satisfactory progress overall and good progress in some lessons. The full impact of the positive changes that the headteacher and staff have made is yet to be seen. Boys do not perform as well as girls because they do not find work as interesting. The most able children do not always make the progress they should because teachers do not routinely plan to meet their needs. Work at times is not difficult enough.

Personal development and well-being

Grade: 3

Provision for children's personal development and spiritual, moral, social and cultural development is satisfactory overall. The school provides clear and consistent messages about what is right and wrong. Consequently, children make good progress in understanding moral issues. Children's behaviour is satisfactory overall and many behave well. However, there are a few occasions when children lack respect for their teachers. The headteacher and staff have successfully improved children's attendance, which is now satisfactory. There are good opportunities for all children to accept responsibilities. For example, Year 6 girls run a craft shop with justifiable pride. All Year 6 children made written applications and were interviewed for their prefect roles. Activities such as these prepare them well for making a positive contribution to the community in future. The school has good links with the village community. Children's progress in learning key skills such as reading, writing and how to use computers is satisfactory. The school rightly recognises that children need to understand more about the lives of different people who live in the United Kingdom. There are plenty of opportunities for children to exercise and they are developing an increasing awareness of healthy foods. Overall, children have a sound enjoyment of school and feel very safe within it.

Quality of provision

Teaching and learning

Grade: 3

Teaching and learning are satisfactory throughout the school. As a result children make steady progress and reach satisfactory standards overall. Lessons in Years 5 and 6 often proceed at a good pace and children enjoy these lessons. In Nursery and Reception, young children enjoy a variety of experiences and work is planned well to meet children's differing needs. Classroom assistants across the school effectively help children learn more in lessons by revising key points teachers have made. Teachers effectively encourage children to co-operate and pay attention in lessons. They often plan suitable activities. However, teachers do not always plan work that is hard enough for the higher attaining children or use competitive tasks to interest boys more in their

work. The school has identified this issue and the need to plan work to meet the needs of all groups of children better, especially in mathematics. Teachers do not always make clear to children the targets they should achieve. Teachers are beginning to share useful learning targets with individual children but they are not always as focused on their particular needs as they could be. Teachers mark children's work with a good system of colour codes that are understood by all. However, marking does not always either celebrate the positive or identify an area for improvement.

Curriculum and other activities

Grade: 3

The curriculum is satisfactory. There is a suitable emphasis upon learning through play for children in the nursery and reception classes. The curriculum now meets the requirements of the National Curriculum. There are gaps in children's knowledge from the past, but the school has reviewed its subject teaching plans and teachers ensure they cover elements of the previous years' work as needed. The planning for personal, social and health education ensures that children receive relevant information about keeping safe and healthy. There are several clubs and a good emphasis upon sport. A programme of visits and visitors enriches the curriculum well. A particular strength is the extent to which the school uses the immediate local environment to improve children's understanding of geography and science. Children enjoy special events, such as 'Creative Arts' days. Themes such as 'Africa' broaden their horizons. They study topics of this kind in some depth. Residential visits make a good contribution to children's social development. The oldest children value their residential trips to Horstead and Yorkshire.

Care, guidance and support

Grade: 3

The school provides satisfactory care, guidance and support for children. All adults are committed to their care and welfare. Teachers and teaching assistants know children's characters well. Consequently, children feel secure and know that they have someone to go to if they have a problem. The headteacher is passionate about supporting the most vulnerable children and has inspired her support staff in this area of work. As a result, the school has been highly successful in promoting the social development of the most vulnerable children. There are effective child protection procedures and written assessments of physical risks are completed as required. Adults effectively encourage children to exercise and choose foods that are better for good health.

Leadership and management

Grade: 3

The headteacher provides strong leadership. Inspectors agree with her assessment of the school's strengths and weaknesses. She has successfully guided the school through a period of staff reductions as the school has declined in size. The school is now more

stable. The school is better than it was at the time of the last inspection. However, the staff rely too heavily on the headteacher's drive to lead and manage the school. Checks on the school's work are carried out rigorously, but teachers are not involved enough in the planning and execution of this process. Teachers have not tackled the children's low standards in mathematics and boys' performances successfully. The school consults governors, staff, children and parents effectively. Consequently, school self-evaluation is accurate. The school development plan makes good references to the school's priorities, such as to improve mathematics standards. The headteacher, staff and governors have identified realistic targets to be reached and know how they will reach them. As a result, children are making better progress than they did in the past. There has been good improvement in standards in Years 1 and 2 and there are clear signs children are bridging gaps in their knowledge in Years 3 to 6. Governors are committed to improving the school's performance. They have supported the process well by, for example, making checks on behaviour and the provision for children with learning difficulties. The school ensures that all have equal opportunities to participate in what the school offers as they grow older. Staff have successfully dealt with issues arising from the previous inspection and the school now provides satisfactory value for money. The recent record of change for the better puts the school in a satisfactory and developing position to improve further.

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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	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

How well do learners achieve?	3	NA
The standards ¹ 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

How good is the overall personal development and well-being of the learners?	3	NA
The extent of learners' spiritual, moral, social and cultural development	3	NA
The behaviour of learners	3	NA
The attendance of learners	3	NA
How well learners enjoy their education	3	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	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	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	2	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

We enjoyed visiting your school and meeting you all. Thank you very much for being so friendly and helpful, especially at lunchtimes. We liked many of the things we saw. Here are some of them. - You make steady progress with your work in most subjects. - You like school and have lots of duties to do. - You understand right from wrong. - Your teachers keep you stay safe and listen to your views about school life. - You get plenty of exercise. - You have a good building and play equipment to use. - Your headteacher leads the school very well. - Governors work hard to make the school better for you. There are some things that the school needs to do better, which need your help. - Boys, you need to try as hard as possible in all lessons. - You all need to make better progress in mathematics in Years 3, 4, 5 and 6. We are also asking teachers to make sure that work is as interesting as possible, that they work with you to improve your mathematics standards and set work that is difficult enough for everyone. Also we would like all teachers to play a bigger part in helping the headteacher to improve the school. We wish you all every success in the future.