

Frettenham First School

Inspection report

Unique Reference Number	120809
Local Authority	NORFOLK
Inspection number	291865
Inspection date	8 May 2007
Reporting inspector	Ruth Frith

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

Type of school	First
School category	Community
Age range of pupils	4–8
Gender of pupils	Mixed
Number on roll	
School	45
Appropriate authority	The governing body
Chair	Ms Sue Hill
Headteacher	Mrs Judith Elliott-Hunter
Date of previous school inspection	9 December 2002
School address	School Road Frettenham Norwich Norfolk NR12 7LL
Telephone number	01603 737405
Fax number	01603 737404

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Introduction

The inspection was carried out by an Additional Inspector in one day.

Description of the school

This is a very small, two-class village school. Most of the pupils live locally and come from families representing a range of socio-economic backgrounds. Nearly all pupils come from White British heritage. The percentage receiving free school meals is below average. Pupils generally enter school with attainment similar to that seen nationally for four-year-olds. Currently, the percentage of pupils with learning difficulties and disabilities is below that usually seen. However, a higher than average proportion has a statement for their needs. Since 2000, Frettenham has worked in partnership with Hainford First School which is situated in another small village nearby. The schools share a headteacher, curriculum leaders, teaching and support staff. They have separate governing bodies. From September 2007, both schools will be reorganised and become separate primary schools working in partnership.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

This is a good school where the excellent care for each child lies at the heart of its work. It is a happy place in which pupils flourish. Parents show by their comments that they are pleased with what the school offers: 'We couldn't ask for a better school' and 'Frettenham is an excellent school and gives children the best possible start'. Very good improvements since the last inspection, together with outstanding leadership from the headteacher and the commitment of staff, governors and parents, indicate that the school has excellent capacity to improve further.

Quality and standards in Reception are good and this is successfully built upon throughout the rest of the school. Pupils achieve well and make good progress so that by the time they leave school, they typically reach above average standards and sometimes standards are high. Pupils achieve well because their learning is systematically developed over time through good teaching. Their needs are quickly and accurately identified and appropriately challenging work is set. Staff are particularly successful at identifying and meeting the needs of pupils who have learning difficulties and disabilities. Because of the school's caring ethos, other children are also sensitive to the differing needs and capabilities of these children and show a sensitive regard for their well-being.

Pupils' personal development is excellent. They make good friends and show consideration for views and ways of living different from their own. The good curriculum ensures that pupils learn how to stay safe and healthy and encourages them to contribute well to the community. However, the school council is not yet as effective as it might be. Because activities are interesting and pupils thoroughly enjoy what they are doing, they behave exceptionally well and develop excellent attitudes to learning. Pupils' care, guidance and support are excellent so they feel well looked after and become confident learners well prepared for the next stage of education.

Leadership and management are good and ensure that the school provides good value for money. The innovative work established through the partnership with Hainford First School is an exceptional example of how schools can successfully work for the benefit of pupils and the small communities they serve. The outstanding commitment of the headteacher and good support by staff and governors ensure that the best use is made of resources. Staff and governors have a good understanding of the school because self-evaluation is exceptionally good. It is very accurate and insightful and closely matches with the inspection findings. Staff agree that the new system for tracking pupils' progress is not yet fully effective in evaluating the impact of their work. The school is very well prepared for its transition to primary school status.

What the school should do to improve further

- Extend the work on tracking pupils' progress so that a clearer picture emerges of the value added to pupils' learning.
- Develop the role of the school council so that pupils' views are more formally sought and acted upon.

Achievement and standards

Grade: 2

Pupils achieve well and make good progress. This is good preparation for their future economic well-being. Children respond well in Reception so that by the time they enter Year 1, most reach the levels expected for their age in all areas of learning. Over recent years, results of the Year 2 national teacher assessments have been at least consistently above average in reading, writing and mathematics, and sometimes higher. In 2006, standards were high in reading and writing and above average in mathematics. The work of pupils currently in Year 2 and the school's records of their achievements indicate that their good progress has led to above average standards in reading, writing and mathematics. Half of the pupils are working at the higher level 3 in mathematics. Pupils in Year 3 continue to progress well and are working at levels well above those expected for their age. Pupils from minority ethnic groups and those who experience difficulty with their learning make good progress and frequently reach higher standards than seen nationally for these pupils.

Personal development and well-being

Grade: 1

Pupils' personal development and well-being is outstanding. The strong school ethos creates an environment where children feel happy, thoroughly enjoy school and do well. Pupils' spiritual, moral, social and cultural development is of an exceptionally high standard. A key feature of the school is the respect shown for pupils and between adults. Pupils quickly understand what is expected from them through the clear guidance given and through seeing the daily interaction between members of the school community. Consequently, pupils behave exceptionally well and make good friends. Comments such as, 'This school is excellent ... we're all friends ... we work together and help each other,' confirm how pupils feel. Older pupils readily care for those younger when at play and more formally when they act as reading partners. Pupils follow the school routines particularly well and act sensibly and safely. Because they are encouraged to understand their own feelings and the feelings of others, pupils recognise unacceptable behaviour and the impact this can have. Pupils contribute well to the community by having a range of responsibilities in school and taking an active role in recycling and composting. They also become aware of the needs of others when raising money for charities. Pupils have an especially good understanding of how to adopt a healthy lifestyle through regular exercise, having a good diet and through realising the importance of personal hygiene.

Quality of provision

Teaching and learning

Grade: 2

Teaching and learning are good because well planned lessons build systematically on previous learning and pupils rise to the challenges set by staff. Staff are particularly effective at developing enjoyment and excitement in pupils' learning so that pupils are frequently keen to continue with their work after the end of the lesson. Planning is good. Teachers have a good understanding of what they want pupils to learn and share this with them. Tasks are well matched to pupils' abilities. Consequently, pupils are clear about what they must do and feel able to succeed. Teachers have good subject knowledge and their questioning is particularly good. This helps to develop pupils' self-confidence and their thinking, for example, in

mathematics and science. Teachers are confident in the use of interactive whiteboards and this has helped them to extend their range of teaching styles. Pupils say that this makes learning more interesting. Teachers know their pupils well and assessment is generally good. However, the quality of teachers' marking is only satisfactory because it does not always show pupils how to improve.

Curriculum and other activities

Grade: 2

A major strength of the curriculum is shown in the way that pupils find learning fun and thoroughly enjoy their time in school. This, in turn, ensures good progress. To some extent, the school is ahead of many in relation to how it plans the teaching of several subjects through a topic. This arrangement makes the best use of teacher expertise so that both teachers and pupils are well motivated. Provision for information and communication technology and staff expertise in the subject have improved significantly since the last inspection and are having a positive impact on standards. The successful personal, social and health education programme ensures that pupils know how to keep safe and healthy and learn to get on with others. The school's involvement in a three-year School's Sports Partnership is supporting this well. Popular clubs, visits, visitors and activities help pupils to develop new interests and extend their skills. Staff are now in a position to develop more formal opportunities for pupils to put forward their views and become more involved in the development of the school; for example, through redirecting the work of the school council.

Care, guidance and support

Grade: 1

responsible youngsters. Targets in literacy, numeracy and personal development help the pupils to build on their existing strengths and show them the steps they need to take to improve their learning. Pupils with learning difficulties and disabilities are provided with exceptional support so that they are fully included in all aspects of the school's work and make good progress. Arrangements for safeguarding pupils are robust. All staff know the pupils very well and are quick to identify any pupil who is failing to thrive. Their concerns are quickly acted upon. Pupils feel safe and know who to turn to if they have a problem.

Leadership and management

Grade: 2

The headteacher shows outstanding commitment to the school and provides an excellent lead to colleagues. This is evident in the way staff work as a team, sharing her sense of purpose and the desire to do the best they can for the pupils. Morale is high. The effective management and leadership of subjects, shared between the two schools, have resulted in a stimulating curriculum and good achievement. Staff are very reflective and have the confidence to try out new initiatives, when appropriate. They have recently introduced a new system to track pupils' progress and record the value added by the school's provision. This is not yet used to full effect. There are exceptionally good systems for regularly checking how well the school is doing and identifying what it could do better. The views and ideas of all members of the school community are taken into consideration and acted upon, when appropriate. Governance is good. Governors have a clear understanding of the school's effectiveness.

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Annex A

Inspection judgements

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

Achievement and standards

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

Personal development and well-being

How good is the overall personal development and well-being of the learners?	1
The extent of learners' spiritual, moral, social and cultural development	1
The behaviour of learners	1
The attendance of learners	2
How well learners enjoy their education	1
The extent to which learners adopt safe practices	2
The extent to which learners adopt healthy lifestyles	1
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	1

¹ 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.

Annex A

Leadership and management

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

10 May 2007

Dear Children

Inspection of Frettenham First School, School Road, Frettenham, Norwich, Norfolk, NR12 7LL

Thank you for making me feel so welcome when I recently visited your school. I enjoyed talking to you and finding out about your work. I was very pleased to see that you enjoy school and are happy there. These are some of the best things about your school.

- You try hard and reach standards that are above those I sometimes see in other schools.
- You like school very much and behave very well because you are interested in what you are doing.
- You get on well with each other and make good friends.
- Nearly all of you come to school regularly and on time. Well done!
- All the staff work well together as a team so the teaching is good. They give particularly good support to those of you who find learning difficult.
- Staff look after you well and you feel safe in school. I was pleased to hear that you would talk to a member of staff if you had problems.

Your headteacher leads and manages the school exceptionally well, and staff and governors give her lots of help. They are all keen to make the school even better, so they have agreed to improve the way they work out how good their teaching is by tracking your progress and also to help you develop the school council.

I left your school confident that it will continue to improve and wish you all well next September in Frettenham Primary School.

Ruth Frith

Lead Inspector