



Cawston Voluntary Controlled Primary School

Inspection Report

Unique Reference Number 121031
Local Authority NORFOLK
Inspection number 291964
Inspection dates 4–5 December 2006
Reporting inspector Joanne Harvey

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

Type of school	Primary	School address	Aylsham Road
School category	Community		Cawston, Cawston
Age range of pupils	4–11		Norwich NR10 4AY
Gender of pupils	Mixed	Telephone number	01603871249
Number on roll (school)	131	Fax number	01603871249
Appropriate authority	The governing body	Chair	Mrs Christine Birchall
		Headteacher	Mr John Crowdy
Date of previous school inspection	27 March 2000		

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Introduction

The inspection was carried out by an Additional Inspector.

Description of the school

This is a smaller than average school, serving the village of Cawston. It has a high proportion of pupils with learning difficulties and there are currently three pupils with a statement of special educational need. An average proportion are entitled to claim free school meals though indicators suggest that many pupils come from disadvantaged backgrounds. Few pupils are from minority ethnic groups. Five pupils speak a language other than English at home. More pupils start and leave the school at other than the expected times than would usually be the case. The school is part of the Intensifying Support Programme. It has received The National Healthy Schools Award and is a FA Charter School.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

This is an improving school with good features which is providing a satisfactory standard of education. Staff, governors and parents see their school as being at the heart of its community and everyone is united to achieve the stated aim 'Success by working together'.

The school meets the pastoral needs of its pupils well. It takes great care to keep them safe and happy and to ensure they enjoy their time at school. Consequently, pupils' personal development is good. Pupils have a good sense of how to keep safe and participation in a range of sporting activities and work to achieve The National Healthy Schools Award has helped them make healthier lifestyle choices. They are successfully taught that they can make a real difference to the lives of others and enjoy helping them. Pupils take the lead in fundraising activities and are proud to take on responsibility through their roles in school, including the school council or creating the school website. Everyone wants to be the school 'Star' or 'Citizen' of the week. Pupils are in no doubt about what they need to do to improve and the school uses information more effectively to make sure everyone is challenged and supported to achieve. However, procedures for recording and administering the care of pupils are not developed enough.

Pupils enter the school with varying levels of knowledge and understanding. They make a super start in the Reception class and by the time they enter Year 1 they have made good progress and most achieve the standards expected for their age. Standards reached at the end of Year 2 have fluctuated over recent years and fell below those seen nationally in 2006. However, this represents satisfactory progress for these pupils. This level of progress is currently being maintained in Years 1 and 2. Standards fell in Year 6 national tests in 2005. Since then, the academic guidance of pupils has improved greatly and they are now achieving broadly average standards and making satisfactory progress. At the time of the inspection these improvements were seen to be continuing. Pupils with learning difficulties or for whom English is not their first language also make satisfactory progress.

Teaching and learning are satisfactory. Teachers promote good relationships with pupils, getting to know them well, and more recently making good use of assessment information to plan activities. The impact of this has yet to be seen over time. The curriculum promotes good personal development and takes care to offer enrichment but cross-curricular links between subjects are underdeveloped. Pupils do not have enough opportunities to practise what they have learned in different ways, particularly their writing.

The headteacher, supported by his deputy head and staff team, has recently put measures in place to improve academic achievement. However, it is too early to see the full impact of these. Though self-evaluation is satisfactory, the work of leaders and managers is not rigorous or focused enough on developing sharp strategies for improvements and this slows progress. Not all curriculum leaders are having enough impact on school improvement. However, the school has demonstrated that it has

made satisfactory improvement since the last inspection and therefore that it has satisfactory capacity to improve further. It provides sound value for money.

What the school should do to improve further

- Ensure that leadership and management have a consistently sharp focus on the school's strengths and weaknesses and are able to respond promptly and positively in order to raise achievement.
- Ensure curriculum leaders play a full role in monitoring, evaluation and school improvement.
- Increase the cross-curricular links between subjects and provide pupils with more opportunities to practise what they have learned in a range of contexts, particularly in their writing.

Achievement and standards

Grade: 3

In this small school, the levels of knowledge and understanding of groups of pupils vary when they start school. Similarly, the standards pupils reach in the teacher assessed tests at the end of Year 2 and in the national tests at the end of Year 6 have also varied. Pupils make a good start to school in the Reception class, making good progress and being currently on target to achieve the standards expected of them by the time they enter Year 1.

At the time of the inspection achievements across school were improving, largely due to sharper systems for monitoring progress and setting pupil targets having been recently introduced. These systems are not yet fully embedded. Teacher assessments at the end of Year 2 in 2006 were low but represent satisfactory progress in Years 1 and 2 for these pupils, a picture which looks likely to be repeated in 2007 on current evidence. After a dip in 2005, when a significant number of pupils underachieved, results at the end of Year 6 improved greatly in 2006, coming close to national expectations in English and surpassing them in mathematics and science, representing satisfactory progress overall. Evidence at the time of the inspection suggests that achievement in English has improved and that standards and achievement overall are satisfactory. Standards in sport, art and music are high.

Personal development and well-being

Grade: 2

Pupils enjoy school and are happy here. One said, 'I just love everything about it; it feels like a happy family'. Attendance is close to the average. Behaviour is much improved and is now good, helped by involvement in the Social and Emotional Aspects of Learning project. Pupils' spiritual, moral, social and cultural understanding now develops well from low starting points. Because of the impressive range of opportunities they are given, including being a 'Pal', Sport Leader and running the healthy snack trolley, pupils develop self-confidence and independence skills with growing

consistency. They develop satisfactory skills to prepare them for the next stage of their schooling and their future lives.

Quality of provision

Teaching and learning

Grade: 3

In the Foundation Stage teaching and learning are good. There are lots of hands on tasks, with a good balance of teacher and child led learning opportunities, supported by established routines and high expectations. In Years 1 to 6 teaching quality is uneven and overall is satisfactory. Teachers get to know pupils well and they are now making good use of assessment information to plan more carefully. In the good lessons seen, pupils progress well because teachers in these lessons provide the right level of interest and challenge for all, giving opportunities to make pupils think carefully and to practise their learning in different ways. However, this good practice is not consistent enough across the school to have impacted sufficiently over time on pupil achievement.

Curriculum and other activities

Grade: 3

The curriculum has been planned with an emphasis on raising standards in English, mathematics and science. Pupils say they enjoy fun, hands on, lively, topic based work because this is when they learn the most. There are not yet enough of these opportunities to engage their interest or to practise what they have learned in different ways, particularly to write at length. Good use is made of the locality to enhance learning. Trips out and visitors are varied and plentiful. Pupils are benefiting from the use of new interactive white boards and portable computers to develop information and communication technology (ICT) skills and their learning in other subjects. They participate in sport to high standards, including Norfolk Champions football, cricket, table tennis and rugby. Other non-sporting clubs are also well attended and valued.

Care, guidance and support

Grade: 3

Policies and procedures to ensure the protection and safeguarding of pupils are satisfactory. Systems for recording and administering them are not developed well enough. Pupils feel safe and confident they have someone to turn to with any worries. Effective relationships with other agencies and support from teaching assistants ensure the needs of pupils with learning needs and disabilities are met satisfactorily. Academic guidance is now more effective in ensuring pupils reach challenging targets because of new systems for target setting and monitoring their performance. The sustained impact of these systems has yet to be seen over time.

Leadership and management

Grade: 3

The headteacher works hard with staff to achieve the school's caring and inclusive ethos. Improvements have been made to the school environment. A sharper focus has recently been given to the way the school uses assessment information and set targets in order to secure higher academic standards and improved progress for pupils. This sharp focus is not yet evident in all aspects of monitoring and evaluation and the systems underpinning leadership and management. This slows the school's response to issues and the rate that improvements can be made. Curriculum leaders are not all taking a full role in checking how well pupils are doing and helping to make the school better. The governing body is supportive and is beginning to hold the school accountable. The school has made satisfactory improvements since the last inspection and has a satisfactory capacity to improve further.

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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?	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

How well do learners achieve?	3
The standards ¹ 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

How good is the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The behaviour of learners	2
The attendance of learners	3
How well learners enjoy their education	2
The extent to which learners adopt safe practices	2
The extent to which learners adopt healthy lifestyles	2
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	3

The quality of provision

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

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.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	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

6 December 2006

Dear Pupils

Cawston Voluntary Controlled Primary School, Aylsham Road, Cawston, Norwich, NR10 4AY.

I was pleased to meet you and all the staff and enjoyed the time I spent with you. Thank you for making me so welcome, talking to me and helping me to find out so much about you and your school.

You are lucky to go to a school where all the adults work very hard to take care of you and make sure you are happy and your lessons are fun. Your teachers help you to do particularly well in your personal development. It was lovely to see you behaving so well, working hard and looking after yourselves and each other. Also, that you know so much about keeping safe and healthy. Your super sport activities and hard work to become a Healthy School have really paid off! I especially enjoyed seeing you proudly carry out your special jobs around school and hearing about how you help others by entertaining them with your shows, raising money, and doing other helpful things. I loved hearing you sing so beautifully in assembly. You enjoy lots of visits out of school and have many interesting visitors come and work with you to make your learning more interesting.

You make good progress whilst you are in the Reception class and satisfactory progress when you are in Years 1 to 6. I think you could do even better. All the adults at school are keen to help you do as well as you can so I have asked them to do some things to help you. It is important that you do your bit to help too.

Those who lead the school are going to make sure that they keep a sharp eye on what is happening in school and that they have everything in place and are ready to make changes as quickly as possible to make sure everything stays as good as it can be. They are going to make sure everyone plays their full part in checking on the work of the school and making it even better. Teachers are going to make sure you get lots of exciting topic work where you have to practise what you have learned in different ways, especially your writing.

I would like to wish you the very best for the future.

Ms J Harvey Lead Inspector