



Newton Flotman CofE VC Primary School

Inspection Report

Unique Reference Number 121048
Local Authority NORFOLK
Inspection number 291977
Inspection dates 28–29 November 2006
Reporting inspector Jackie Cousins

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

Type of school	Primary	School address	School Road
School category	Voluntary controlled		Newton Flotman, Newton Flotman
Age range of pupils	4–11		Norwich, Norfolk NR15 1PR
Gender of pupils	Mixed	Telephone number	01508 470379
Number on roll (school)	104	Fax number	01508 470379
Appropriate authority	The governing body	Chair	Mrs C Boyce
		Headteacher	Mr D Robinson
Date of previous school inspection	25 June 2001		

Age group 4–11	Inspection dates 28–29 November 2006	Inspection number 291977
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Introduction

The inspection was carried out by an Additional Inspector.

Description of the school

This is a smaller than average sized primary school to the south of Norwich. Nearly all pupils are from White British backgrounds. A few are from minority ethnic groups or are from traveller communities. No pupils are in the early stages of learning to speak English as an additional language. The overall level of attainment on entry varies considerably from year to year but overall it is average. The proportion of pupils with learning difficulties and disabilities is above average in several year groups. The percentage of pupils who are entitled to claim free school meals is slightly below average.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

Newton Flotman C of E Voluntary Controlled School is a satisfactory school which has some good features. The school provides sound value for money. Teaching, and pupils' achievements are satisfactory. From a broadly average starting point most pupils make satisfactory progress so standards are broadly average by Year 6. A sound curriculum prepares pupils satisfactorily for their next stage of education. This is partly because of the relevant range of skills pupils have in literacy and numeracy and their skills in information and communication technology (ICT) which are above expected levels. Standards in mathematics by Year 6 are below average and the school's leadership has identified this as an area for further development. Standards are assessed satisfactorily but the tracking system in use in Key Stage 1 does not easily identify pupils who are making good progress or those who are underachieving. This means that teachers and subject leaders cannot effectively evaluate pupils' progress in these year groups. Pupils get off to a good start to their education in the Reception class because of effective provision and teaching.

The leadership of the school places a high emphasis on including pupils from different backgrounds and developing their personal skills. As a result pupils' behaviour, attitudes to learning, attendance and ability to work together are good. Pupils receive effective care, guidance and support from teachers and teaching assistants. For example, assemblies are used well to develop pupils' social skills so that they know a range of things to do if they have no one to play with at break time. Pupils make an outstanding contribution to the community. The school council is an extremely active and thoughtful group. It raises money to provide educational materials for a school in Africa. Pupils entertain the elderly people of the village and all local residents are invited to the Christmas fair.

The very good partnership with parents is a credit to the school's leadership and staff. Children in the Reception class settle quickly into school life partly because parents are invited into the classroom for a short time at the start of each day to share a variety of educational activities. This also allows parents to find out about what their child is learning so that they can support them at home. Parents' questionnaires confirmed that they are particularly pleased with the way the school is working. One parent wrote, 'Both our children are very happy at school, I feel I can approach any member of staff if there is a problem and it will be addressed promptly.' Parents and pupils appreciate the good range of after school clubs on offer which include many sports and some musical and language activities.

Sound leadership and management have led to satisfactory improvements since the last inspection. Standards of writing have improved significantly and ICT is used well in many ways. The school has a good capacity to improve. The new headteacher has been in post for less than three months. He has already drawn up a good development plan and improved the effectiveness of the assessment of writing in some classes. An enthusiastic senior leadership team is keen to develop the use of specific targets for pupils in lessons so that they know how to reach higher levels of attainment and can

evaluate their own successes. However, the senior leadership team has yet to have a full impact on the progress pupils make.

What the school should do to improve further

- Raise standards in mathematics so that more Year 6 pupils attain the highest level.
- Develop the use of specific criteria in lessons against which pupils can evaluate their successes.
- Develop the tracking system in Key Stage 1 so that pupils' progress can be evaluated more effectively.

Achievement and standards

Grade: 3

Achievement is satisfactory. Pupils' attainment on entry to school varies because of the small year groups but is broadly average. Pupils in the Reception class make good progress and standards are slightly above expectations by the end of Foundation Stage. This is partly because practical activities are used well to develop pupils' basic skills.

The pupils make satisfactory progress to reach average standards by Year 2. Pupils continue to make satisfactory progress in Years 3 to 6 and as a result standards are broadly average overall by Year 6. However, standards in mathematics are below average because not enough pupils attain the highest levels in tests. Observations of lessons confirm that fewer than expected pupils in Year 6 are working regularly at above average levels of attainment.

Personal development and well-being

Grade: 2

Pupils' personal development and well-being are good because the school effectively promotes pupils' spiritual, moral, social and cultural development. The school has effective systems to manage pupils so that behaviour is good. Pupils enjoy many of the activities they do in school. They adopt healthy lifestyles effectively. They like the two physical education lessons they have each week and say that they eat more fruit and vegetables than they used to. Older pupils know of the risks to their health if they should ever start smoking. Pupils know how to keep themselves safe effectively. For example, they explain how to cross the road safely. Pupils are prepared for their future lives satisfactorily because of the sound level of skills they have by Year 6 in English and numeracy.

Quality of provision

Teaching and learning

Grade: 3

Teaching and learning are satisfactory and pupils make satisfactory progress. Lessons are planned satisfactorily and teachers have sound expectations of what pupils should be learning. ICT is often used well to make lessons more interesting and memorable. The best lessons use questioning effectively so that pupils learn to explain their thinking logically and the more able are challenged. In satisfactory lessons time is used soundly but specific criteria are not agreed with pupils that would enable them to evaluate their success in each lesson. Teachers' marking is sometimes quite specific and tells pupils what they have done well. Occasionally, teachers' comments do not explain the next steps pupils could take to improve their work and attain higher levels of skill.

Curriculum and other activities

Grade: 3

The curriculum is satisfactory with some good features. Effective planning for art means pupils learn to use shading and draw particularly well in Years 3 to 6. ICT is used well in many subjects. For example, in a religious education lesson a website was used effectively to develop pupils' observation skills so that they could compare different images of the birth of Jesus. Planning enables pupils to make satisfactory achievements in English and mathematics. Provision for gifted and talented pupils is sound. Satisfactory support for pupils who have learning difficulties and disabilities allows them to make sound progress towards their targets.

Care, guidance and support

Grade: 2

The good care, guidance and support that pupils receive make them feel valued and safe. All the required checks are in place to ensure that pupils are kept safe. A 'don't name or blame' culture means pupils learn to manage difficult situations well. The personal needs of all pupils including those who have learning difficulties and disabilities are well looked after. The school has satisfactory systems for supporting pupils' academic progress. In some classes teachers give pupils effective guidance on how to attain higher levels of skill in writing. However, not all pupils are as clear as they could be about how to improve their work.

Leadership and management

Grade: 3

Leadership and management are satisfactory. The new headteacher has made a good start and has effectively planned areas for improvement. He has established a strong senior leadership team who are well supported by all staff in their drive to raise

standards and rates of pupils' progress. Self-evaluation is used satisfactorily. Subject leaders and governors have made satisfactory improvements but are not always monitoring pupils' achievement in all key stages effectively. This is partly because the tracking used in Key Stage 1 does not allow subject leaders to identify underachieving pupils so that ways to support and challenge them can be investigated. Governance is sound. The governors are very supportive and a significant number monitor satisfactorily the work of the school. They have appropriate involvement in the school's self-evaluation process.

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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?	2
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	2
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	2
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	1
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?	2

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

30 November 2006

Dear Pupils

School Road, Newton Flotman, Norwich, Norfolk. NR15 1PR

Thank you for helping me find out about your school. I enjoyed watching lessons and talking to you. It was interesting to talk to your teachers and watch one assembly. You are lucky to attend such a happy school. Good things about your school include the fact that:

- you work hard in lessons
- your behaviour is good
- your headteacher and senior teachers have good ideas about ways to improve the school
- teachers work hard to make lessons interesting
- all of the staff care for you well
- you look after each other excellently and generously help others less fortunate than you.

I have asked your school to look at how they can make things even better. I hope that you will help teachers by listening to them carefully. The most important things are:

- improving the number of Year 6 pupils who get really good marks in mathematics tests
- developing the ways you evaluate how much you have learnt in a lesson
- improving the ways teachers watch and evaluate your progress in Years 1 and 2.

Keep working hard and enjoying the many things you do at Newton Flotman C of E Voluntary Controlled Primary School.

Yours sincerely

Mrs Jackie Cousins Lead inspector