



Cringleford First and Middle School

Inspection Report

Unique Reference Number 121113
Local Authority NORFOLK
Inspection number 292014
Inspection dates 8–9 January 2007
Reporting inspector Jill Bavin

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

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|---|-----------------------|-------------------------|--------------------------|
| Type of school | Middle deemed primary | School address | Cantley Lane |
| School category | Voluntary aided | | Cringleford, Cringleford |
| Age range of pupils | 4–12 | | Norwich, Norfolk NR4 6UG |
| Gender of pupils | Mixed | Telephone number | 01603454946 |
| Number on roll (school) | 222 | Fax number | 01603454946 |
| Appropriate authority | The governing body | Chair | Rev Andrew Braddock |
| | | Headteacher | Miss Gill Blake |
| Date of previous school inspection | 11 June 2002 | | |

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|--------------------------|---|------------------------------------|
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Introduction

The inspection was carried out by two Additional Inspectors

Description of the school

This is an average sized first and middle, Voluntary Aided Church of England School which includes a small class of Year 7 pupils. Reorganisation within Norwich means that the school will not provide for pupils in Year 7 after July 2007. There are slightly more girls than boys in the school. Most pupils are of White British backgrounds. The proportion of pupils who have learning difficulties and/or disabilities is lower than in most schools. Far fewer pupils are eligible for free school meals than is usual.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

The school's overall effectiveness is good. It has a number of outstanding features and provides good value for money. The headteacher leads the school with a gentle but determined commitment to enrich pupils' lives spiritually, socially and academically. Her effective use of systems for checking the school's performance gives her a precise and accurate understanding of its strengths and weaknesses. As a result of her leadership, pupils enjoy school enormously and they achieve well academically. However, there is scope to improve the effectiveness of feedback to teachers so that they understand better how to maximise the impact of their teaching and support children's achievement.

The makeup of each intake varies considerably but attainment on entry to the school is broadly average. The dip in results in 2005 at both Key Stages was not typical. In addressing this, the headteacher and deputy headteacher have successfully steered the school through a period of rapid improvement. The key features are improved systems for checking each pupil's progress, improved feedback to pupils and subject leaders taking increasing responsibility for analysing strengths and weaknesses in their subjects. All staff now have a clear view of each pupil's rate of progress and make good use of this information to provide extra help where needed. These measures illustrate the school's good capacity to improve.

The result of these developments is evident in the much higher standards in the 2006 national assessments in Year 2 and Year 6. Underachievement has been eliminated and previously good standards have been recovered. Pupils who are currently in Year 2 and Year 6 are on track to reach challenging targets and achieve well. Results in 2006 are likely to exceed national averages overall by the end of Year 2 although standards in writing were closer to average. By the end of Year 6 standards are well above national averages in mathematics and science and close to outstanding in English. Pupils continue to make good progress in Year 7 because of teachers' high expectations of them.

Teaching is good throughout the school and occasionally it is outstanding. This reflects the improvements the school has brought to the way information on pupils' prior attainment is used to meet the differing needs within a class. All pupils enjoy a good range of interesting activities and teachers look for opportunities to establish fruitful links between subjects. Children in the Foundation Stage enjoy a good variety of suitable activities covering all the required areas of learning. They have sufficient time to learn through their own exploration and they make good progress. The care, support and guidance of pupils are outstanding, promoting exceptional personal development. Although attendance is average, the school's efforts and sustained commitment to improving it are good. The highly caring ethos of the school ensures that pupils feel entirely safe and secure. They trust adults to value their opinions and ideas and so seek responsibility in addition to the many opportunities offered by the school. Pupils have a very secure understanding of how to stay healthy and of the importance of a balanced diet and exercise. Many welcome the opportunities provided by the school to become involved in a wide range of sports activities. They are very well prepared

for the next stage of their schooling and to contribute to their future economic well-being.

What the school should do to improve further

- Make feedback to staff more precise to ensure that all teachers and classroom assistants understand how to make teaching and learning consistently effective

Achievement and standards

Grade: 2

Achievement is good and has improved over the last four terms due to better use of information about what pupils can already do. All pupils usually make good progress in lessons and achieve well over time. Children join the Reception year with broadly average knowledge and skills. They leave, having made good progress and with more children exceeding expectations for their age than is typical. Continuing good progress means that pupils reach above average standards overall by the end of Year 2. By the end of Year 6 pupils reached high standards in mathematics and science and very high standards in English. There are few significant differences between the achievements of different groups of pupils. Those pupils who find learning more difficult receive good quality support and make good progress. Nevertheless the school is very aware that each year some pupils achieve better than others or achievement in one subject is less strong than others.

Personal development and well-being

Grade: 1

Pupils' spiritual, moral, social and cultural development is outstanding because it permeates all aspects of school life. The school addresses multi-cultural issues very well. Pupils are proud of their school, enjoy their lessons and work extremely hard. They are good natured, polite and their behaviour is impeccable. Pupils arriving mid-year describe how quickly they were able to settle with new friends. There has been a recent increase in pupil absence due to them taking holidays in term time, despite the school's efforts to discourage this. The school is making strong progress towards the Healthy Schools' Award, not only by developing pupils' knowledge of healthy eating and exercise but also by ensuring that they work and play in a calm and reflective atmosphere. This permeates everything the school does and significantly enhances pupils' sense of emotional well-being. The exceptional contribution pupils make to their school community through their school council and allocated duties, matches the commitment they make to the wider community in self-generated fund raising for charities. These pupils have a strong and caring social conscience.

Quality of provision

Teaching and learning

Grade: 2

Teaching and learning are good. Teachers in Year 7 have the necessary knowledge and understanding to teach the Key Stage 3 curriculum well, particularly in science. Throughout the school lessons are planned well to meet the varying needs of pupils within each class. Teachers are knowledgeable and confident, factors which contribute to the positive relationships they share with pupils, the brisk pace of most lessons, and the extent to which they successfully hold pupils' interest and harness their enthusiasm. A particular strength appreciated by pupils is the creative approach to homework projects that draw upon several subjects and skills. Marking is variable in its precision and helpfulness because it does not always make clear to pupils how to improve their work. Since the previous inspection the school has made huge improvements in its provision of information and communication technology. The recently installed interactive white boards enhance teaching and contribute to generating high interest levels amongst pupils.

Curriculum and other activities

Grade: 2

The curriculum meets the needs of all pupils well. Teachers work effectively towards making the broad and balanced curriculum more relevant and appealing by using cross curricular themes wherever appropriate. This is a continuing and worthwhile development. It is being well managed by the school to ensure planning remains precise, purposeful and firmly rooted in the National Curriculum. The school makes good links between the Year 6 and Year 7 curriculum ensuring that pupils in both year groups receive challenging work. There is a very high level of curriculum enrichment that is much appreciated by all pupils and their parents. These include many school clubs, particularly sport; instrumental music lessons and French and Spanish clubs. Highly effective co-operation with the local university and local high schools helps the school to meet the needs of gifted and talented pupils, such as the most able mathematicians.

Care, guidance and support

Grade: 1

The school provides outstanding levels of pastoral care for pupils including a unique system for monitoring pupils' personal development. Much is done through assemblies, concerts and the school council to promote a sense of community. The school has a comprehensive range of policies to manage all aspects of provision for pupils' well-being and ensures these are put into practice. Procedures to ensure pupils' safety are robust. Academic guidance is good, contributing to high standards and good achievement. The high quality support for pupils who have learning difficulties and/or disabilities enables them to progress well. The school works exceptionally well in partnership with

parents and other agencies to enhance pupils' learning. The school provides a strong foundation on which pupils become progressively more confident and competent learners.

Leadership and management

Grade: 2

Leadership and management are good. The headteacher has directed a successful whole school drive for improvement and brought about a rapid improvement in standards. This has been achieved through better systems for tracking the progress of every pupil in the school and using the information to ensure each pupil reaches challenging targets. Subject leaders fulfil their monitoring roles well and have a good understanding of their subjects. Time to observe colleagues teaching and provide very direct and pertinent feedback are limited, mostly being conducted by the headteacher and focusing usefully on key school priorities. Opportunities, during feedback, to be explicit about the impact of proposed developments are sometimes missed, so limiting staff understanding about how to maximise their effectiveness. The leadership and management of the Foundation Stage are extremely skilful. This results in the rapid development of chances for children to learn through practical experience and increases their independence. Governors have a good understanding of the school and are actively involved in its continuing development.

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Inspection judgements

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| Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate | School Overall |
|---|-----------------------|

Overall effectiveness

| | |
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| 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 | 2 |
| 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? | 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 | 1 |
| 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 | 1 |

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.

Leadership and management

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| 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 | 1 |
| 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

January 10 2007

Dear Pupils

Cringleford First and Middle School, Cantley Lane, Cringleford, Norwich, NR4 6UG

Thank you for your extremely friendly welcome when we came to inspect your school recently. We enjoyed meeting you very much. We were very impressed by your behaviour and your kindness to each other. A special thank you goes to those pupils who met with us, and showed us some work on Monday lunch time and early afternoon. You told us how much you really enjoy school and all the very interesting things you do. We were especially pleased to hear about the homework projects that have inspired some very creative work. We know that pupils in Year 7 continue to enjoy school and learn well. We agree with you and your parents and think you are fortunate to go to such a good school.

These are some of the best things about your school:

- You all work very hard and do well in English, mathematics and science.
- Teachers and teaching assistants look after you very carefully, so you feel very safe.
- Miss Blake and the other adults in school take particular care to make sure that you enjoy yourselves, grow in confidence and mature in the way you think about important issues, as well as doing well academically.
- We were particularly impressed by the good opportunities you have to take responsibility. It was good to hear how often you initiate ideas, especially when you are thinking of raising money for charity.
- Your teachers keep good records about how well you are doing and when you might need extra help.

Miss Blake leads the school well, wanting to look after you and your teachers, and to make the school even better. Mrs Barker helps her a great deal. The other teachers and governors contribute well to finding ways to keep improving the school. Miss Blake watches your teachers working with you and gives them good ideas about what is working well and what they might try to do differently. We have asked teachers to think a little more about why things work well, when they do, or why it would be a good idea to try something else, to help teaching become even better.

We hope that you continue to enjoy learning as much as you do now, and wish you well in the future.

Jill Bavin Lead Inspector

Richard Perkins Team Inspector