

# Forncett St Peter Church of England Voluntary Aided Primary School

## Inspection report

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<b>Unique Reference Number</b>	121117
<b>Local Authority</b>	NORFOLK LA
<b>Inspection number</b>	292017
<b>Inspection dates</b>	12–13 July 2007
<b>Reporting inspector</b>	Kathleen Yates

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

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<b>Type of school</b>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	72
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Miss Chris Knights
<b>Headteacher</b>	Mrs Julie Sandford
<b>Date of previous school inspection</b>	14 January 2002
<b>School address</b>	Aslacton Road Forncett St Peter Norwich Norfolk NR16 1LT
<b>Telephone number</b>	01508 530506
<b>Fax number</b>	01508 535167

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<b>Age group</b>	4-11
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## Introduction

The inspection was carried out by an Additional Inspector.

## Description of the school

This is a small school serving the village of Forncett St Peter and other surrounding villages. As a result of parental choice a high proportion of pupils join the school after the Reception Year. Almost all pupils are from White British backgrounds. A few pupils are entitled to free school meals. The proportion of pupils with learning difficulties and/or disabilities is higher than average. Children's attainment on entry to the Reception year is in line with expectations for their age, except in communication, language and literacy where it is below average. The acting headteacher has been in post for two terms. The school was awarded the national Activemark in January 2007.

## 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 a satisfactory school where pupils' personal development is a strength. Pupils' achievement is satisfactory and the school gives satisfactory value for money. In most respects the inspection findings match the school's own view. Parents are very positive about the school.

Pupils' personal development, including their spiritual, social, moral and cultural development, is good. The attentiveness of the staff and the good behaviour of the pupils create a climate in which learners can thrive. Several pupils have a range of complex needs and the supportive and inclusive environment with its warm and friendly ethos ensures that all pupils feel safe and happy and enjoy coming to school. Pupils have a good understanding of the importance of healthy diets and active lifestyles. There are good links with the local community and with a wide range of agencies, which promote the well-being of learners.

Overall pupils make satisfactory progress throughout the school, although there are some variations between classes. Progress is best in Years 5 and 6, where the pace of learning is constantly brisk. This has helped pupils to compensate for the slower progress they made in Years 3 and 4. Standards are broadly average, although they often fluctuate from year to year since the number of pupils in each year group is much smaller than in most schools. Standards reached in the Foundation Stage are broadly average but pupils' speaking and listening skills have been below average in the last two years.

Care, guidance and support for pupils are satisfactory. Pastoral care is very good and parents see this as a strength of the school. Academic guidance is less well developed and pupils are not always sure what they need to do next to improve their learning. The school has recognised this issue and has begun to break down learning goals into smaller and more detailed steps. This is bringing about more structure to learning but it is too early to see a greater impact on achievement.

Teaching and learning are satisfactory. Older pupils' progress was slowed by some weaker teaching in Years 3 and 4 but this unsatisfactory teaching has now been eliminated and some teaching is good. The best lessons help pupils to make good progress because the work is challenging and deepens their understanding. However, there is some inconsistency in the degree to which teachers use their assessments of pupils' progress in one lesson to guide their planning for future lessons. The curriculum is satisfactory with some good features, including information, communication and technology (ICT), which is improved considerably since the last inspection. The range of extra activities is good.

The leadership and management of the school and its capacity for further improvement have been maintained at a satisfactory level during a difficult period of staff upheaval. The governing body is actively involved in the life of the school. The acting headteacher has a clear vision and understands the school's strengths and weaknesses. Improvement since the previous inspection is satisfactory. However, the monitoring and evaluation roles of subject leaders are not fully developed. The school does not have an up to date development plan setting out how its priorities for improvement will be met, so it is difficult for governors and school leaders to monitor rigorously how well the school is doing.

### What the school should do to improve further

- Ensure all teachers make consistent use of assessments of pupils' progress to guide their next steps in planning for future lessons.

- Improve the guidance and support pupils receive so that they have a clear understanding of what they need to do to improve.
- Provide support, training and the time for subject leaders to carry out their role effectively.
- Revise the school's development plan, setting out how the school's priorities for improvement will be met, so that governors and school leaders can monitor rigorously how well the school is doing.

A small proportion of the schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

## **Achievement and standards**

### **Grade: 3**

All pupils, including those with learning difficulties and disabilities, make satisfactory progress on prior levels of attainment.

From their broadly average starting points, children in the Foundation Stage achieve satisfactorily. Most reach the expected levels in all areas of learning except in communication, language and literacy when their skills were low on entry.

Pupils achieve satisfactorily in Years 1 and 2, so that by Year 2 pupils reach average standards in reading, writing and mathematics. Pupils continue to make satisfactory progress in Years 3 to 6 and by Year 6 standards are broadly average in English, mathematics and science. The school has been through an unsettled time. There has been some inadequate progress in Years 3 and 4 which has been made up for by an accelerated rate of progress in Years 5 and 6.

## **Personal development and well-being**

### **Grade: 2**

Pupils' personal development is good. Attendance is satisfactory. Pupils enjoy their time in school. They develop good social skills and show a considerable interest in learning. Pupils acquire a good understanding of right and wrong and are sensitive to others, so that they work and play together well. They recognise how their health and welfare often depends on the choices they make. Most pupils eat sensibly and take part in regular exercise. The pupils feel safe in school. They behave well and have a good understanding of how they can best help those who have difficulties or disabilities. They also show a good interest in the school and its wider community. They spontaneously carry out tidying activities and willingly accept responsibilities, for example, in the school council. The pupils' basic skills and range of knowledge provide a sound basis for the next stage of their education and future well-being.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

Teaching and learning are satisfactory with examples of good practice. Teachers and pupils enjoy good relationships which promote a good climate for learning. Pupils respond well to teachers' high expectations of behaviour.

In the Foundation Stage, teaching is satisfactory and pupils settle well. Where teaching and learning are consistently good in Years 5 and 6, the pace of learning is brisk and the activities

set are well matched to the pupils' needs so that they achieve well. In other classes expectations are not quite so high so that pupils do not receive as much challenge. Teaching assistants are skilled at helping pupils who have learning difficulties and disabilities to grow in confidence and to participate in activities alongside their peers.

The quality of marking is satisfactory but the presentation of work varies and could be improved. Homework consists mainly of spellings and is not offering enough opportunities for older pupils to be sufficiently prepared for the next stage of their education. There are inconsistencies in the rigour with which teachers check up on how well pupils are doing, so that sometimes the work that is set is not always sufficiently challenging.

## **Curriculum and other activities**

### **Grade: 3**

The curriculum is satisfactory. Teachers plan lessons which promote pupils' speaking, listening and thinking skills, making learning interesting and memorable. They celebrate pupils' work, for example in attractive displays, so that pupils, parents and visitors can clearly see how links are made across the curriculum and how work incorporates the use of ICT. Teachers sometimes overlook small but important steps in learning because subject guidance is not detailed enough to support their planning.

Many pupils take part enthusiastically in a good range of enrichment activities. The expertise of staff and outside professionals enhance pupils' skills in sports, music, school productions and modern foreign languages. These activities help to encourage an active and healthy lifestyle as well as developing good social skills.

## **Care, guidance and support**

### **Grade: 3**

Care, guidance and support for learners are satisfactory. They are very good for pupils' pastoral development. Staff are committed to ensuring all pupils, including those with learning difficulties or disabilities, are happy in school and that they are enjoying their learning. The school gives pupils good guidance about how to remain safe, healthy and happy. Safeguarding procedures, including child protection arrangements and risk assessments are rigorous. Pupils are confident they can talk to an adult if they have any concerns. There are some weaknesses in the support pupils receive for their academic learning. Teachers need to have a clearer understanding of the individual steps in learning. They are not setting pupils individual targets which identify exactly what it is they need to do to improve. Consequently, some pupils do not achieve as well as they might.

## **Leadership and management**

### **Grade: 3**

Leadership and management are satisfactory. The school has run smoothly during the absence of the substantive headteacher. There is a common sense of purpose among all staff and the governing body to raise standards and promote pupils' personal development and well-being. Governors have been rigorous in their drive to recruit a new teacher to match their exacting requirements. Good links exist with parents and with outside agencies to support the school's work and to promote community cohesion. The acting headteacher has begun to introduce tracking systems, which make it possible to identify and address areas of weakness.

The lack of a comprehensive school improvement plan restricts governors and senior leaders in monitoring and evaluating effectively. In some cases, subject leaders do not have action plans and lack the expertise and the time to monitor and improve their areas of responsibilities.

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**Annex A**

## Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	<b>School Overall</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	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	3
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

<b>How well do learners achieve?</b>	3
The standards <sup>1</sup> 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

<b>How good is the overall personal development and well-being of the learners?</b>	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

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

<sup>1</sup> 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**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	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

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**Annex B**

## **Text from letter to pupils explaining the findings of the inspection**

16 July 2007

Dear Pupils

Inspection of Forncett St Peter Church of England Voluntary Aided Primary School, Norwich,  
NR16 1LT

As you know I came to your school to carry out an inspection. I really enjoyed meeting you. This letter is to thank you for helping me with my work and to let you know what I found out about your school.

This is what I found was good about your school.

Your school is a happy and friendly place where you enjoy your lessons and teachers look after you well. You behave well and take part in lots of different activities and you know how to keep yourselves fit and healthy. You are becoming more confident in using your ICT skills to learn about many subjects. You are good at looking after one another and your parents are very happy with the ways in which the school cares for you.

This is what I have asked the school to do now.

I have asked your teachers to look a little more carefully at what you have learnt in lessons so that the next work they ask you to do is at just the right level for you. In that way you will all have the chance to do the very best you can. I have also asked your teachers to share with you exactly what it is you need to do to improve your work. I have asked the people in charge of your school to set out clearly what needs to be done to bring about improvements. They will then be able to check up regularly to see how well the school is meeting its targets. I have asked the school to make some time available for teachers who are in charge of subjects to help them to get to know more about their subjects, so that they can help you to do even better in your lessons.

I wish you well for the future.

Kathleen Yates

Lead inspector