



# All Saints Church of England VA Primary School

Inspection Report

**Unique Reference Number** 121145  
**Local Authority** NORFOLK  
**Inspection number** 292031  
**Inspection date** 16 January 2007  
**Reporting inspector** John Francis

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

<b>Type of school</b>	Primary	<b>School address</b>	Fulmodeston Road
<b>School category</b>	Voluntary aided		Stibbard, Stibbard
<b>Age range of pupils</b>	4-11		Fakenham, Norfolk NR21 OLT
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01328829228
<b>Number on roll (school)</b>	157	<b>Fax number</b>	01328829705
<b>Appropriate authority</b>	The governing body	<b>Chair</b>	Mr Christopher Greeves
		<b>Headteacher</b>	Mrs Rachael Williams
<b>Date of previous school inspection</b>	20 May 2002		

<b>Age group</b> 4-11	<b>Inspection date</b> 16 January 2007	<b>Inspection number</b> 292031
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## Introduction

The inspection was carried out by one Additional Inspector.

## Description of the school

This is a smaller than average primary school serving the village of Stibbard but taking almost a third of the pupils from out of the immediate area. Attainment on entry is average as is the number of pupils who have learning difficulties or disabilities: two pupils have statements of special needs. The proportion of pupils entitled to free school meals is low. Virtually all pupils are from White British background but two are at the early stages of learning English as an additional language. Mobility is above average, especially in Years 5 and 6. The deputy headteacher is currently acting headteacher.

The school has Investors in People award, Artsmark Gold and is a Norfolk Healthy School.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 1

This is an outstanding school where pupils achieve exceptionally well. From broadly average levels of attainment when they enter the school in Reception, children make very good progress in the Foundation Stage and Key Stage 1 to achieve well above average, and sometimes exceptional, standards at Year 2. This progress continues so that pupils at Year 6 achieve exceptional standards and have generally done so for several years. This is the result of good and sometimes outstanding teaching, the excellent provision for higher attainers at Year 6, and the rich and varied curriculum.

Good provision for care, guidance and support has established a strong, caring ethos resulting in good personal development. Pupils demonstrate excellent behaviour and attitudes, both in class and around the school. Pupils say it is a good place to be and grow in confidence as they progress through the school. This is recognised and appreciated by parents. Lessons are generally well planned to accommodate the range of achievements in the classes, although occasionally, planning in some classes is not always sharp enough to ensure this. Pupils enjoy their lessons a great deal, as one commented, 'school is fun and friendly'. Pupils know how to stay safe and healthy and they make the most of the wide range of sporting opportunities available to them. The curriculum goes well beyond what is usually seen. Not just with the wide range of clubs, visits and visitors but enrichment through the good provision for drama and the arts and pupils' involvement in both the local and wider community. The development of literacy and numeracy skills and good personal skills prepares pupils well for the next stages of education and indeed beyond this. Partnership with other schools and outside agencies is excellent. This contributes significantly to the school's success in meeting pupils' academic, social and emotional needs.

Leadership is excellent. Two great strengths of the school are its ability to evaluate itself accurately and then use this knowledge to drive forwards improvements. All those with leadership roles, including the governors, have a very clear understanding of what is happening because there are effective systems for monitoring the work of the school. These systems enable the school to maintain this momentum, for example, exceptional improvements in English have led to high standards. This quality is also reflected in the way the school maintained the quality of provision and standards through the disruption caused by the move to a new building in the middle of the last school year. However, further attention is needed in improving the system for target setting and tracking pupils' progress towards their targets. Nevertheless, this continued drive along with the improvements since the last inspection shows a good capacity for continued improvement. However, with a total change of senior leadership from April 2007, governors rightly recognise that it will be vital for them to have clear induction procedures to ensure this handover is as smooth as possible so the school does not lose its forward momentum. The school gives good value for money.

### What the school should do to improve further

- Develop an effective system for the induction of the new headteacher to ensure a smooth transition.

- Modify the current tracking and target setting systems to include more frequent monitoring against targets set for the school and individual pupils.

## **Achievement and standards**

### **Grade: 1**

From an average level on entry in Reception through to Year 2 and on to Year 6, pupils make excellent progress. The most recent test result for seven-year-olds show standards to be exceptionally high. These high expectations continue as pupils move through the rest of the school. As a consequence, test results at Year 6 have, over time, been exceptionally high other than an occasional drop in standards in an individual subject, for example, English in 2005. However, good analysis of the reasons behind this fall and improved provision for the more able pupils significantly reversed this dip and in the 2006 tests the proportion of pupils attaining level 5 was again very high. Pupils who have learning difficulties or disabilities are very well supported and most achieve average standards by the end of Year 6.

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

### **Grade: 2**

Pupils' good personal development makes a significant contribution to the school's success, reflected in their great enthusiasm and excellent attitudes. Good spiritual, moral, social and cultural development has been maintained since the last inspection. Behaviour is excellent and as a consequence pupils feel safe and are keen to come to school: attendance is good. Pupils have a good understanding of healthy lifestyles, enjoy physical activities and are actively involved in the wide range of extra-curricular sports and games on offer. Pupils make a strong contribution to the school community, particularly through the school council. Their work enhances pupils' understanding of social responsibility and, additionally, through the careful use of their budget and other donations, pupils gain an understanding of financial management. Good support for the wider community is seen in the good links in and around the village and in the range of charities for which they raise money.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

The overall quality of teaching and learning across the school is good with some exemplary practice, particularly for the youngest and oldest children in school. The excellent direction by the school's leadership has contributed strongly to an ethos that promotes high quality learning. Across the school teachers motivate pupils to attain high standards and have high expectations of their behaviour and application. Pupils know they are effective learners and approach their work with confidence. Teachers' planning is detailed but not all provides sufficiently well for the wide range

of abilities in some classes. However, outstanding provision and teaching in Year 6, particularly for more able pupils, is pushing standards well beyond what would normally be seen for this age. Regular and systematic marking monitors pupils' progress and sets targets for them and pupils are becoming more involved in assessing their own work.

## **Curriculum and other activities**

### **Grade: 1**

The curriculum provides a broad range of interesting academic and creative work and enrichment activities, for example, in art, design technology and music. Additionally, the school has a wide range of well attended extra-curricular activities. These encourage pupils to be active and healthy and develop an interest in sport, music and the arts. The curriculum is planned to ensure that pupils in the mixed age classes do not miss out. Excellent provision is made for children in the Reception class, although the outdoor facilities have yet to be fully developed. The well organised provision for pupils with learning difficulties and disabilities, including effective support of teaching assistants, enables these pupils to achieve well and often reach national standards. Regular use is made of the technology suite but information and communication technology is not yet planned as a regular part of day-to-day teaching and learning.

## **Care, guidance and support**

### **Grade: 2**

The care and welfare of pupils is taken very seriously and the systems in place to ensure pupils' safety are good and meet all current requirements. Pupils say they have excellent relationships with staff and know that they will be listened to if they are having problems. The school actively promotes pupils' personal development and academic achievement. Good academic and emotional support is provided for those pupils who have English as an additional language. Targets in literacy and numeracy are matched to each pupil's particular stage of development. While these targets are demanding, the systems in place for ensuring pupils are kept on track are not sufficiently rigorous. Pupils with learning difficulties or disabilities are identified early and good support is provided. Parents like the good systems in place for the school to share information with them about their children's progress.

## **Leadership and management**

### **Grade: 1**

At the heart of the school's success have been the systems in place, the challenge and support of the governing body and a leadership team with drive and determination. This is being continued well through the work of the acting headteacher, as part of this strong management team. Governance is good. The governing body has a clear understanding of its role and is continually developing its own skills in monitoring and evaluating the work of the school. The governors' action plan, however, is not sufficiently detailed and does not enable the governing body to accurately evaluate

its own effectiveness. The imminent changes to the whole senior leadership team will require the governing body to develop good systems that ensure an effective induction for the new team so the school continues to progress as it has done over many years.

There has been a significant investment in the new building and new technology. Pupils appreciate these improvements and show this by respecting the resources, buildings and grounds. One impact of the move to the new school, however, has been a reduction in funding which has led to the school having a deficit budget. The governors have drawn up a clear action plan, in agreement with the Local Authority, to balance the budget over the next four years.

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## Inspection judgements

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

### Achievement and standards

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

### 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	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	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	2

### The quality of provision

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

<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.

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	1
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively performance is monitored, evaluated and improved to meet challenging targets	1
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**

17 January 2007

Dear Pupils

All Saints Church of England VA Primary School, Fulmodeston Road, Stibbard, Norfolk, NR21 0LT

Thank you for making me welcome in your school. I enjoyed meeting you and was pleased that you wanted to share your views about your school with me. This letter is to tell you what I think of your school and how I think it can be even better.

All Saints is an extremely caring and supportive school which provides you with great opportunities. There is, for example, a really good range of activities for you to do outside of lessons and it is good to see that so many of you take an active part in this.

Relationships between you and your teachers are very good and you told me how important this is to your enjoyment of school and to help your learning. Most of you understand how important school work is for your future and work hard in lessons. It is not surprising that you make such good progress and achieve so well.

I have made some recommendations in order to make your school even better. These are mostly for those who manage the school. With a new headteacher starting and Mrs Williams leaving at Easter it is important that these changes are as smooth as possible and I have asked the governors to do all they can to make sure this happens. The other thing I have asked them to do is for teachers to keep a more regular check on how well you are doing so that they can easily spot if you need extra help with your work.

I am sure that everyone will work to make All Saints even better and your teachers will continue to keep your lessons interesting and exciting. You can also help by keeping up your wonderful attitudes and enjoy all you do at school.

Mr Francis Lead inspector