

Fairhaven CEVA Primary School

Inspection report

Unique Reference Number	121150
Local Authority	NORFOLK
Inspection number	292033
Inspection dates	10–11 May 2007
Reporting inspector	Declan McCarthy

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

Type of school	Primary
School category	Voluntary aided
Age range of pupils	4–11
Gender of pupils	Mixed
Number on roll	
School	96
Appropriate authority	The governing body
Chair	Mr Brian Bemment
Headteacher	Ms Melodie Fearn
Date of previous school inspection	10 February 2003
School address	School Road South Walsham Norwich Norfolk NR13 6DZ
Telephone number	01603270224
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Introduction

The inspection was carried out by an Additional Inspector.

Description of the school

The school is a smaller than average rural primary school drawing its pupils from the village of South Walsham, near Norwich and surrounding villages. There are more girls than boys. Most pupils are from White, mainly British backgrounds. The proportion of pupils with learning difficulties and disabilities, including those with a statement of special educational needs, varies from year to year. It is currently broadly average; although a high proportion (43%) are in Year 6. Classes are arranged in mixed year groups. When children enter the school, their attainment is broadly average and there are no pupils learning English as an additional language. There have been significant staffing difficulties, including a change of three headteachers since the last inspection. The current headteacher was appointed in September 2005. Since then, the school has received the Active Mark 2006 and the Football Association Charter Mark in 2006 for excellence in sport.

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. It is improving and has some good features. Standards over the past three years have fluctuated as a result of staffing difficulties and the 2006 results show that pupils did not achieve as well as they should in writing, mathematics and science. However, good leadership from the recently appointed headteacher has been instrumental in turning this situation around quickly, resolving most of the staffing difficulties and using the information from test results to improve teaching and learning. As a result achievement now is sound. The headteacher has identified areas of underperformance, improved assessment arrangements and introduced effective strategies to raise standards. As a result, standards throughout the school are now broadly average overall. Most children reach the early learning goals by the end of Reception and make satisfactory progress as a result of appropriate provision within the Foundation Stage. Pupils are now making at least satisfactory progress in reading, mathematics and science. However, not all pupils are making enough progress in writing. The headteacher has appointed a strong team of newly qualified teachers who share her vision for improvement. Governors are beginning to form their own view of the school's strengths and weaknesses. Under the influence of the headteacher, leadership and management overall is sound.

Most parents are very positive about the school. One parent wrote, 'Since the appointment of the new headteacher the school has dramatically improved. She has an excellent range of staff, communication has improved, and my child's writing and reading have also improved'. Pupils like their teachers and show great enjoyment of school. This is reflected in pupils' high participation in the wide range of after-school and lunchtime clubs and in their good attendance. The school provides satisfactory value for money and has a satisfactory capacity to improve.

The quality of teaching is satisfactory, with some good features so that pupils now make better progress than they have done in the recent past. Nearly all lessons are well planned so that the range of learners' needs are taken into account. Relationships between staff and pupils are good so that pupils are nearly always respectful to staff and follow instructions. Although teachers mark pupils' work regularly, they do not always involve pupils fully in assessing their own learning. This limits pupils in their ability to fully understand what they have done well and what they need to do next to improve. Subject leaders do not yet have a clear enough idea of the strengths and weaknesses in their subjects because they do not visit lessons to check the quality of teaching and pupils' progress. The satisfactory curriculum is enhanced by the wide range of extra curricular activities, involvement of the community, visits to places of interest and visitors to the school. Effective support arrangements are in place to develop literacy and numeracy skills. Pupils are well cared for and effective procedures to safeguard their interests and wellbeing are in place. As a result, pupils feel safe in school. They know how to stay fit and healthy and they try to adopt a healthy lifestyle through regular exercise and by eating sensibly. They also make a good contribution to the community. Pupils' spiritual, moral, social and cultural development is good and is considerably enhanced through strong links within the community. This has a significant impact on their good behaviour and good relationships with others.

What the school should do to improve further

- Raise standards and pupils' achievement in writing across the school by creating more opportunities for extended writing in all subjects and setting individual targets for pupils so they know how to improve their writing.

- Further improve the quality of teaching and learning in the school by ensuring that pupils are more involved in their own assessment and marking is more consistent.
- Ensure that all subject leaders are more actively involved in evaluating the work of their subjects by formally keeping a check on the quality of teaching, learning and pupils' progress.

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

Pupils' achievement is satisfactory overall. Standards throughout the school have fluctuated over the past three years. In 2004 and 2005, standards at Key Stage 1 were above the national average but fell below the national average in 2006. At Key Stage 2, standards were below average in 2004. They rose in 2005 to broadly average before falling again to below average in 2006. Year 6 pupils in 2006 performed better in English than in mathematics and science. Standards were broadly average in English but below average in mathematics and science. The main factors contributing to the disappointing test results in 2006 were significant staffing difficulties and a group of pupils with behaviour difficulties who did not cooperate and as result did not achieve as well as they should. After careful analysis of test results, the headteacher implemented a range of strategies which have effectively reversed the downward trend. As a result standards are now broadly average and progress is satisfactory.

Children in the Foundation Stage make satisfactory progress and most reach the learning goals for their age. Pupils throughout the school make good progress in reading because there is a strong emphasis on guided reading. Although standards in writing are improving, a significant minority of pupils are still not making enough progress. The school has rightly identified this as an area for improvement and has placed a stronger emphasis on the teaching of letter sounds and the use of guided reading to support pupils' writing. Indications are that these strategies are impacting positively on pupils' progress in writing. Pupils with learning difficulties and disabilities make satisfactory progress towards their targets and pupils on the recently introduced booster programmes are making good progress in mathematics and literacy skills.

Personal development and well-being

Grade: 2

Pupils' personal development, including their spiritual, moral, social and cultural development is good. They enjoy school immensely and this is reflected in their good attendance and high rates of participation in lunchtime and after-school clubs. For example, during the inspection, pupils showed great enthusiasm for launching the rockets they had made in the engineering club after school. The welcoming family ethos of the school promotes pupils' very good relationships with each other. Pupils consider the needs of others and make a good contribution to their community as play leaders, through the school council, and through various fund raising events. Strong links with the parish, local churches and the village community enhance pupils' personal development. Pupils are polite, friendly and helpful to visitors and are eager to show initiative and take responsibility. Their behaviour in lessons and around the school is good because they have a good understanding of what is right and wrong. Assemblies effectively promote spiritual development and reflect the Christian character of the school, providing good opportunities for silent prayer and reflection. Pupils have a good understanding of how to stay

healthy through regular exercise and healthy eating. They develop a good understanding of other cultures through learning about different world religions, and through art and music. Their attitudes to learning and the improving picture in relation to the acquisition of basic skills means that they are adequately prepared for the next step in their educational career.

Quality of provision

Teaching and learning

Grade: 3

The quality of teaching is satisfactory overall with some good teaching. Most teachers are newly qualified and, through effective training and support from the headteacher, are focused on raising standards. Lessons are usually well planned so that pupils know what they are expected to learn and achieve by the end of the lesson. Staff have good relationships with pupils who respect teachers, listen carefully and follow instructions. Pupils' behaviour is managed well in lessons and on the few occasions where minor disruption occurs, teachers effectively re-focus pupils on learning. Although marking of pupils' work is generally good, teachers do not always give pupils a clear enough idea of what they have achieved at the end of lessons. Teachers are beginning to make effective use of assessment information to plan for the wide range of pupils needs through the setting of year group targets. However, pupils are not provided with individual targets which are specific enough to help them improve their writing.

Curriculum and other activities

Grade: 3

The curriculum is satisfactory with good improvements in provision for information and communication technology (ICT) since the last inspection. The headteacher has established booster classes to raise standards in literacy and mathematics which are now having a positive impact on standards and achievement. However, the school's efforts to improve pupils' writing have not yet raised standards sufficiently. This affects pupils' economic well being which is satisfactory overall. Staff are beginning to provide opportunities to extend pupils' writing within subjects. For example, in religious education pupils made a book on Sikhism and in ICT, they produced their own newspaper. The school recognises the need to provide more opportunities to extend pupils' writing across subjects. Provision for children in Reception is satisfactory so that they settle into their routines quickly and make satisfactory progress in all areas of learning. There are good opportunities to extend pupils' learning through strong links with local schools and the wide range of clubs, visits and visitors to the school. Pupils also have good opportunities to participate in competitive sports.

Care, guidance and support

Grade: 2

Pupils are well cared for, guided and supported. Staff provide good role models and very good pastoral care for pupils. Arrangements for child protection and ensuring pupils stay safe are effective. As a result, pupils say they feel safe and know who to turn to if they need help. The needs of pupils with learning difficulties and disabilities are appropriately met. The headteacher has ensured that support staff are well trained to deliver special classes to boost the performance of lower attaining pupils. Consequently, these pupils are making good progress towards their targets. The arrangements for tracking pupils' progress across the school are good. Pupils in all year groups are tested each term and this information is used effectively to raise standards

and achievement. Although staff have an accurate view of how well pupils are achieving in writing, pupils are not provided with individual targets which are specific enough to improve this area of learning.

Leadership and management

Grade: 3

Leadership and management are satisfactory overall. The headteacher provides good leadership, evaluating the work of the school accurately, and using this effectively for school improvement. Her strong drive for improvement is shared by staff and governors. The headteacher has removed most of the barriers to learning which have previously affected pupils' progress. As a result, pupils are now achieving satisfactorily. The headteacher has established effective systems for tracking pupils' progress and has rigorously monitored teaching and learning, providing good support for newly qualified teachers. Through the Primary Leadership initiative, the headteacher has established good partnership arrangements with a local primary school to support school improvement and equally strong partnerships with parents to build confidence in the school. One parent wrote, 'The school is creative, outward looking and rightly holds a valued and respected place in the community after a very difficult few years previously.'

The headteacher has led by example and has temporarily assumed responsibility for a range of subjects until the newly qualified teachers are sufficiently competent to lead them. This means that the headteacher currently has a heavy work load. Nevertheless, appropriate plans are in place to hand over responsibility for subjects to teachers next term. For example, teachers are to be appropriately trained before they visit lessons to check the quality of teaching and learning in their subjects.

All staff are working hard to ensure that equal opportunities for all pupils are effectively promoted. As a result, there is no significant difference between the achievements of boys and girls or other groups. Governance is sound. Governors are using their knowledge of the school's strengths and weaknesses to support the headteacher. They have developed a cycle of focused visits to evaluate the work of the school and this is beginning to have a positive impact on school improvement. Under the good leadership and direction of the headteacher and the commitment of her staff and governors, the school provides satisfactory value for money and has a satisfactory capacity to make further improvements.

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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>	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	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

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	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	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.

Annex A

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	2
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

14 May 2006

Dear Pupils

Inspection of Fairhaven CEVA Primary School, South Walsham, NR13 6DZ

Thank you for the warm welcome to your school and being so helpful to me during the inspection. I enjoyed talking to you all and I was very impressed with your singing in assembly and the way you participate in all the clubs and activities the school provides for you. These are the things I liked most about your school:

- You love coming to school and many of you take part enthusiastically in the lunchtime and after-school clubs.
- You have good relationships with each other and behave well.
- You always try to keep healthy and know how to stay safe.
- You are making sound progress and your work is marked regularly.
- You respect your teachers and try hard in lessons.
- You always try hard to help others in your community.
- You are lucky to have Ms Fearn as your headteacher and such a hard working staff who want to make your school even better.

I think your school could be even better and I have asked your teachers to:

- Make sure you all do as well as you possibly can in writing.
- Involve you more in checking how well you are doing in your lessons.
- Watch each others lessons more often to help check how well you are doing.

Keep on enjoying your school and good luck to all of you who are taking tests this year.

Best wishes

Declan McCarthy

Lead Inspector