

# Poringland Primary School

## Inspection report

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<b>Unique Reference Number</b>	120841
<b>Local Authority</b>	Norfolk
<b>Inspection number</b>	313762
<b>Inspection dates</b>	30 June –1 July 2008
<b>Reporting inspector</b>	Ann Taylor

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>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	333
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr David Rampling
<b>Headteacher</b>	Ms Dorothy Ivatt
<b>Date of previous school inspection</b>	2 June 2003
<b>School address</b>	The Footpath Poringland Norwich Norfolk NR14 7RF
<b>Telephone number</b>	01508492530
<b>Fax number</b>	01508494736

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## Introduction

The inspection was carried out by three Additional Inspectors.

## Description of the school

Larger than most others of its type, this school serves the neighbouring villages of Poringland and the Framinghams, plus smaller outlying villages. Nearly all pupils are White British and speak English. The percentage of families known to be eligible for free school meals is below average, as is the numbers of pupils with learning difficulties or disabilities. When children enter the Nursery, their skills and abilities are in line with those expected for their age. The Nursery serves the wider Poringland and Framingham Earl area and a minority of children leave after two years to go to other schools. The school has recently achieved the Activemark.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

This is a good school. Pupils benefit from good levels of care and an exciting curriculum with good leadership and management overseeing all of this. As a result, pupils behave well and enjoy learning because their personal development is good. The good curriculum comprises of many different initiatives; some new, some more established, such as 'New Landscapes for Learning', where pupils learn by making use of the lovely outdoor areas around the building. Parents and carers are very supportive of the school and appreciative of all it is doing for their children. They recognise how it helps their children to grow into well-rounded young people, well prepared for the next stage of their education with a good grasp of the basic skills.

Good leadership and management have, importantly, resulted in improved standards at the end of both Key Stages. Standards are now above average, confirming pupils' overall good rate of progress. Self-evaluation processes are largely accurate, although the role of subject leaders in evaluating what the school provides is limited. Governors play a full and active part in school life and are a strong influence in steering its course. The school has a good capacity to continue with this rate of improvement based on what it has already achieved.

Pupils make good progress because of good teaching. Teachers are skilled in delivering interesting lessons with plenty of hands-on activities. Staff have good informal knowledge of each child but the school's assessment system is not fully established and limits their understanding of exactly what the pupils can do and the progress they make. Pupils have lots of opportunities to take part in a wide range of sports and this is helping them keep fit and healthy. They are cared for really well and pastoral support is good. Academic guidance is not as strong; it is better for older children in literacy than for the younger ones.

## Effectiveness of the Foundation Stage

### Grade: 2

Children settle happily in the Nursery and Reception classes because of good induction procedures. Staff all work together well with a common sense of purpose, and relationships are good. As a result, children are happy, and enthusiastic to take part and do their best. Parents are particularly pleased with the good start children get. In the Nursery, activities are interesting and there are good opportunities to develop children's independence, such as when they plan what they will do the next day. For example, children decided to play with scooters because they were working on the letter 'S'. Nursery children enjoy a very wide range of healthy snacks (such as ugly fruit!) and this helps them to become more adventurous when trying new things. Assessment procedures in the Nursery are at an early stage of development. Progress is good in the Reception classes. Children leave the Foundation Stage with most having reached, and many exceeding, the levels expected of them. In Reception, clear assessment procedures and good teaching accelerate children's learning. They too, are encouraged to be independent; for example, when writing their own classroom notices. Excellent relationships with parents, through involving them with weekly updates on their child's progress, are also making a big difference to children's learning.

## What the school should do to improve further

- Introduce for the Nursery, and embed for the rest of the school, assessment systems that give a more accurate view of how pupils are progressing.
- Develop the role of the subject leaders in monitoring and evaluating the work of the school.

## **Achievement and standards**

### **Grade: 2**

Standards in Key Stage 1 and 2 have varied in recent years, from above average to broadly average. Writing standards are consistently above average. Current standards at the end of Key Stage 1 have recently improved and are above average overall, as are those in Key Stage 2. Standards in English and science are stronger than in mathematics. This confirms good progress from pupils' initial starting points. Pupils who need extra support with their learning and those who are potentially higher attaining are supported effectively so that they all achieve well in relation to their abilities.

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

### **Grade: 2**

Pupils' personal development, including their spiritual, moral and social development, is good. Cultural development is satisfactory. Pupils thoroughly enjoy school and demonstrate this by their very good attendance. They recognise that their teachers try to make lessons as fun-filled as possible. Consequently, pupils are keen to learn and take part in group work and clubs. They work well together, listen to each other and have good social skills. Behaviour is consistently good. Pupils have a good understanding of how to keep themselves safe. They feel secure in school and say that bullying is rare, although they are confident that if they need help, it is there for them. The school council is making a real difference to its community; for example, through instigating large mural displays and new playground equipment. Pupils have a satisfactory understanding of what makes a healthy diet and how to keep themselves fit, despite the unwholesome contents of a few packed lunch boxes. Pupils' well-being is supported effectively by good literacy and numeracy skills.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Teaching has real strengths that enable pupils to achieve well; for example, effective classroom management is based on positive and caring relationships and staff know about the different ways that pupils learn. Teachers often make good use of the interactive whiteboards to motivate pupils at the start of lessons, to help them remain focussed and to ensure that learning is systematic and well structured. The use of assessment does not always ensure that different groups are provided with work at a suitable level and, at times, this slows the progress of a few pupils. Teachers know their subjects well and mainly use questioning effectively to extend pupils' understanding, although they do not always target particular individuals to ensure that everyone is fully engaged. Teachers often plan activities that capture pupils' interest and this contributes to pupils' good attitudes to learning. This was exemplified in a successful mathematics lesson where pupils really enjoyed using coordinates to design a mask.

### **Curriculum and other activities**

#### **Grade: 2**

The recent introduction of linking learning in different subjects through an investigational approach motivates pupils very successfully. This provides an effective vehicle for them to develop their learning skills. It also helps them when they move to secondary school. Newly

introduced approaches to learning such as the 'Mantle of the Expert', and other varied activities involving drama, are helping to make learning fun. As yet, it is early days and these initiatives are still bedding down. There is a good range of clubs and sports, which pupils join enthusiastically. A good number of trips are on offer, for example, to the seaside at West Runton. Experiences gained from these visits are used well afterwards, such as in literacy, when pupils write tourist information leaflets. Good provision for pupils' personal, social and health education supports their personal development well.

## **Care, guidance and support**

### **Grade: 2**

The school is a friendly and caring place, which pupils and adults enjoy. Staff and governors are fully committed to the well-being of pupils, and parents appreciate the positive effect this has on their children's personal development. Pupils' pastoral care is a particular strength. Help for pupils who find learning difficult is good and enables them to achieve just as well as others. Procedures for child protection and safeguarding pupils are very thorough. They are carried out conscientiously, ensuring that the school is a safe and secure place for learning. Academic guidance for pupils is not as strong as the pastoral care. Although there are some good examples of teachers' marking and feedback, this is inconsistent and does not always tell pupils what they need to know about the next steps in their learning.

## **Leadership and management**

### **Grade: 2**

The headteacher and senior team successfully provide a caring environment where pupils achieve well and enjoy learning. The chair of governors leads a strong group of governors who have worked hard to shape the school's direction and involve the whole community in recent developments. The implementation of a new assessment system is at a very early stage and means that staff are not always clear about how well pupils are doing. Subject leaders are developing their roles, but their part in evaluating the school's provision and taking action is limited. The school works well with other outside groups and the community, especially in gaining specialised expertise and skills to benefit pupils' learning.

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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?	2
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	2
The effectiveness of the Foundation Stage	2
The capacity to make any necessary improvements	2

### Achievement and standards

How well do learners achieve?	2
The standards <sup>1</sup> 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?	2
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
How well learners enjoy their education	2
The attendance of learners	2
The behaviour of learners	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

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?	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.



## Annex A

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	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 leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
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	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**

2 July 2008

Dear Children

Inspection of Poringland Primary School, Poringland, Norwich, NR14 7RF

Thank you all so much for being so polite and friendly when I visited you recently, along with Miss Thompson and Mr Parry. We noticed your good behaviour too, so well done.

We know how much you enjoy school and we can see why! You go to a good school and all the adults care for you really well. Your lessons are interesting and help you reach standards which are higher than most other children reach in English, mathematics and science, so well done again for working hard. You have a good range of clubs and activities on offer, and some really interesting visits out, such as going to West Runton. You take lots of exercise, which is good, but some of your packed lunches could contain healthier foods.

To make your school even better, we have asked Ms Ivatt and everyone to work on the following areas:

- Keep careful records of how well you are doing so that the teachers can be sure about how much progress you are making.
- Help the teachers who work with Ms Ivatt in leading the school to check more carefully how well everything is doing, so they can see what else needs improving.

Wasn't it exciting to have a peacock in the playground? I hope it has a new home by now. We hope you have a lovely summer and send you our best wishes,

Mrs A Taylor

Lead inspector