

St John's Community Primary School and Nursery

Inspection report

Unique Reference Number	120920
Local Authority	Norfolk
Inspection number	313791
Inspection dates	11–12 June 2008
Reporting inspector	Sheelagh Barnes

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number on roll	
School	226
Appropriate authority	The governing body
Chair	Mrs Lysa Ludkin
Headteacher	Mr Peter Muchlinski
Date of previous school inspection	17 May 2004
School address	Horning Road Hoveton Norwich Norfolk NR12 8NX
Telephone number	01603 782520
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Age group	3–11
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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

This is an average sized school. The proportion of pupils who need extra help with their learning is broadly average. However, there are varying numbers and, consequently, high proportions in some year groups. Fewer pupils than nationally are from minority ethnic backgrounds or have English as an additional language. Two pupils are looked after by the local authority. Attainment on entry is broadly in line with the expectations for children's ages. The Nursery runs part-time in the mornings. Its size has been halved, due to reorganisation, and a local playgroup now shares some of the resources during the afternoons. The school has been awarded Investors in People, Active Mark, Quality Mark, Healthy Schools Award, the Football Association Charter Standard and the Foundation Introducing Internationalism International School Award.

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 that is providing pupils with a good education through a well-planned curriculum. Pupils' time in school is enriched through a good range of clubs and out of school activities. This is helping them make good progress overall. Standards by the end of Year 2 are slightly above those expected for pupils' ages and by the end of Year 6, they are above in English, mathematics, science and information and communication technology (ICT). The quality of teaching is good. Teachers and teaching assistants work together effectively. Lessons are planned to interest boys and girls alike and to build effectively upon previous learning. In some classes, the quality of information to pupils through displays and marking about what they need to remember to improve still further is exceptionally good. However, this is not consistent across the school. As a result, pupils do not all develop skills of independent learning as well as they might.

It is a caring school that looks after pupils well and in which they feel safe and happy. All safeguarding requirements are met and vulnerable pupils are cared for well. This work results in good personal development. Pupils' behaviour is good and this reflects the hard work put in by all staff. Attendance remains satisfactory, but the school works hard to help parents understand the importance of full attendance. Pupils are well aware of how to keep themselves healthy and safe, and they make a good contribution to the school community through taking responsibilities, such as the school council and the playground buddies scheme. Their good basic skills mean that they are being prepared well for their future lives. They are positive about the school and enjoy their lessons.

Leadership and management are good. The school gathers a range of information about pupils' progress and uses the information well to identify where there are inconsistencies in provision, or to show how well all pupils are doing. This means their evaluation of the school's performance is correct. The governing body provides a good level of support and challenge for the school. Improvements made since the last inspection show that the school has a good capacity to improve further.

Effectiveness of the Foundation Stage

Grade: 2

Provision in the Nursery and Reception classes is good overall. It is particularly good in the teaching and learning of early literacy skills. Teaching and learning are good overall. Children settle happily into both classes, because of the good quality of care taken by all staff. Routines are well established and children know what is expected of them. As a result, behaviour and personal development are good. Their achievement is good. Although there are variations year-on-year, due to the differences in the composition of each year group, standards on entry to Year 1 are generally at least in line with those expected for children's ages, particularly in early reading and writing skills. However, children in the Reception class do not have enough opportunities to develop their knowledge and understanding of the world, or creative and physical development through outdoor learning. The outdoor area has too few resources appropriate for children's ages. There is no covered area for children to work outdoors in the dry each day. The headteacher has identified this aspect as an area for improvement.

What the school should do to improve further

- Ensure marking consistently involves pupils in understanding what they need to do next to improve in order to become more independent learners.
- Develop the curriculum for Reception children to include more structured outdoor and creative work.

Achievement and standards

Grade: 2

Achievement is good and standards are above average. Children settle well into the Nursery and Reception classes and make good overall gains in their learning, particularly in early reading and writing skills, due to the good quality of the provision. This good progress continues through Years 1 to Year 6. Pupils who need extra help with their learning are supported effectively so that they achieve well in relation to their abilities. Standards have improved in recent years because of a number of initiatives throughout the school. By the end of Year 6, standards in English, mathematics, science and ICT are above average. Pupils attain the challenging targets the school sets for them.

Personal development and well-being

Grade: 2

Pupils say that they enjoy coming to school, feel safe and secure and are treated fairly. They say adults listen if they have a problem and help to sort it out. Children enjoy their time in school and lessons help them develop positive attitudes to learning and each other. Pupils show good trust and respect towards others and are active in their support of their friends. Whilst attendance is satisfactory overall and the school works hard to improve it, too many parents take pupils on holiday in term time. Pupils understand the importance of healthy lifestyles and participate enthusiastically in sporting events. The school council is a positive influence on school developments with their ideas. Pupils do not consistently develop independent learning skills across the school, because they are not given regular opportunities to reflect on their work in all classes. Pupils' spiritual, moral, social and cultural development is good overall. They have a very good understanding of right and wrong, and an appropriate respect for the culture of modern Britain and the wider world.

Quality of provision

Teaching and learning

Grade: 2

The quality of teaching and learning results in pupils making good progress. Planning for lessons is good and work follows on effectively from previous lessons. Teaching is well matched to the needs of pupils from all groups, including those who need extra support with their learning. Learning support assistants play a very positive role in ensuring that all pupils are enabled to do their best. Teachers use interactive whiteboards, drama and puppets to make learning interesting and exciting. In the very best lessons, teachers make good use of questioning and discussion so that pupils have good opportunity to explain their answers and develop their reasoning and speaking skills. Teachers explain at the start of each lesson what the main point for learning for that particular session is. Assessment of pupils' progress is good. It is regular, accurate, and information gained is used effectively. Marking is regular and encouraging.

However, the guidance it provides to pupils in the form of feedback about next steps in learning is variable. Where there is good practice in this, pupils make significant gains in their learning.

Curriculum and other activities

Grade: 2

The school provides pupils with a good range of learning opportunities, which has a positive impact on pupils' learning. Staff are successfully using the national strategies for teaching literacy and numeracy to guide their planning, and have addressed the shortcomings in pupils' use of ICT highlighted at the time of the last inspection. There is good provision for pupils to learn about staying healthy and keeping safe. The school is establishing stronger links between different subject areas but recognises that there is still work to be done to develop and embed these in all year groups. The curriculum is well planned to provide good support for pupils who need additional help. A good range of out-of-school activities are well supported and provide pupils with good opportunities to develop their interests.

Care, guidance and support

Grade: 2

Pupils are well cared for and supported. Staff know pupils well and establish good relationships with them. Systems for health and safety, risk assessment, first aid and for safeguarding pupils are securely in place. Pupils experience a smooth transition to their next stage of education, because of good links with other schools. Effective provision is in place to support pupils who need extra help with their learning. Systems for keeping information on pupil attainment are good in the core subjects. Academic guidance is satisfactory. The school is aware that too many pupils do not clearly understand the next steps they need to make in their learning and is in the introductory phase of introducing a new policy on marking and feedback to pupils.

Leadership and management

Grade: 2

The good leadership and management of the school has resulted in pupils making good progress and achieving above average standards in their work. The headteacher has a good and accurate knowledge of the strengths of the school and the areas for improvement. The leadership of the chair of governors is strong and effective, providing good levels of support and challenge. Some governors are relatively new. The school has responded effectively to the issues of the previous report and coordination of English, mathematics and learning difficulties and/or disabilities are particularly strong and based upon regular review of assessment data. This has had a positive impact in raising standards pupils attain. Parents are generally supportive of the school and appreciative of its work. However, a significant minority in letters and questionnaires say they feel the school could do more to seek their opinions and take greater regard for their views and suggestions.

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Annex A

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 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?	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	3
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

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?	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

13 June 2008

Dear Children

Inspection of St John's Community Primary School and Nursery, Hoveton, NR12 8NX.

Thank you for welcoming us to your school when we visited recently and for being so polite and friendly. We really enjoyed meeting you all and talking to you. The following is a list of things that are really good about your school.

- Your headteacher knows just how well each one of you is getting on and what to do to make your school even better.
- You all get on together very well and look after each other well.
- You behave well and work hard.
- School takes good care of you all.
- Your teachers teach you well so that you make good progress.
- You have good opportunities to learn about interesting things in lessons and clubs.
- You learn a lot about staying safe and are taught well about staying healthy and making healthy choices.

Here are the things we have asked your school to do next.

- Help you to know what to do to make your work even better.
- For children in the Reception class to have more opportunity to work out of doors.

We really enjoyed our visit. You can play your part in making your school even better by continuing to work as hard as you can. We wish you all well for the future.

Yours sincerely

Mrs Barnes

Lead inspector