

St Peter and St Paul Primary School

Inspection report

Unique Reference Number	121029
Local Authority	NORFOLK LA
Inspection number	313844
Inspection dates	30–31 January 2008
Reporting inspector	Stephen Walker

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	4–11
Gender of pupils	Mixed
Number on roll	
School	148
Appropriate authority	The governing body
Chair	Rev Tim Weston
Headteacher	Mrs Susan Youngs
Date of previous school inspection	20 May 2002
School address	Church Street Carbrooke Thetford Norfolk IP25 6SW
Telephone number	01953 881537
Fax number	01953 881537

Age group	4-11
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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

St Peter and St Paul is a Church of England Voluntary Controlled primary school and is smaller than other primary schools. It is situated in the village of Carbrooke near Watton in Norfolk. The socio-economic circumstances of the catchment area are mixed. The majority of pupils are from White British backgrounds with a small number from minority ethnic groups. Most pupils start at the school with levels of knowledge and understanding that are below those expected nationally. The proportion of pupils with learning difficulties and/or disabilities is similar to the national average. The percentage of pupils known to be eligible for free school meals is below the national average. The school was built in 1896 and was refurbished and extended in traditional building materials in a major building programme in 1996.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

St Peter and St Paul Primary is a good school that is providing a high quality of education for the pupils. Pupils' achievement and personal development are good and demonstrate improvement in the school. The headteacher provides strong and committed leadership so that there is a clear vision for continuous improvement. The reputation of the school is good in the village and parents speak highly of the school and the support for their children. One parent wrote, 'we could not have picked a better school as both our children are doing really well and are very happy'. Parents praise the welcoming approach of the school and the dedication of the teachers.

Pupils make good progress and leave the school with attainment above the national average. The use of tracking systems to target support for underachieving pupils and the emphasis on developing literacy are raising standards across the school. The high standard of care and guidance is greatly supporting the general improvements in the school. The majority of pupils behave well and enjoy their time at school. They develop into positive and friendly individuals who are ready for secondary education. They know what is expected in lessons and are clear about what they have to do to improve their work. Attendance of pupils is satisfactory but the school recognises that there is scope for improvement.

The school has good partnerships with the local community and schools that extend the experience of the pupils. Teaching is generally good with some examples of very good practice. The challenge now is to use assessment information more effectively in lessons so that teaching addresses more specifically the individual learning needs of each pupil, including the gifted and talented. Curricular provision is good with a number of enrichment experiences for the pupils.

Leadership and management are strengths of the school both at senior and subject levels. Self-evaluation is accurate so that the headteacher and governors are aware of the areas for development. The school provides good value for money and takes considerable pride in the maintenance of the physical environment. The school has made good improvement since its previous inspection and has good capacity to improve even further as it moves towards the next stage of its development.

Effectiveness of the Foundation Stage

Grade: 3

The provision in the Reception is currently satisfactory although the progress made by the children over time has been good. It is especially effective for learning about letters and sounds in preparation for reading and writing skills. The teacher makes good time available to meet with parents at the start and end of the day. The planning is appropriate and covers the expected learning goals. It provides a good balance of teacher-led and child selected activities. The teacher uses an effective system of on-going assessment that helps her track how well children are learning. There have been improvements in the way the accommodation is used, in order to make a better learning environment for the children. Even so, opportunities are missed to create a fully effective and exciting classroom.

The outdoor area is also underdeveloped and does not provide children with a very creative or imaginative resource.

What the school should do to improve further

- Develop strategies to improve the attendance rates of pupils in the school.
- Ensure teachers make better use of assessment data so that they can address more specifically the individual learning needs of each pupil, including the gifted and talented.
- Improve the indoor and outside learning environments for children in the Foundation Stage

Achievement and standards

Grade: 2

Most pupils enter the school with below average levels of knowledge and skills. By the time they leave, standards are above average, which represents good progress. In Years 1 and 2, pupils make at least satisfactory progress and standards are average in reading, writing and mathematics. Few pupils fail to reach the expected Level 2. The more structured approach to writing is improving the standards of attainment. From Years 3 to 6, all pupils achieve well. National test results in English, mathematics and science are above average. A very large majority of pupils gain at least the expected Level 4 in the three core subjects. Additional support for pupils with learning difficulties and/or disabilities ensures that they also make good progress. Evidence of pupils' work during the inspection demonstrates that most classes are making good progress during the current year. The tracking system for progress identifies underachieving pupils, who receive support through a range of intervention strategies. The school rightly emphasises more targeted individual support for weaker skill areas in both numeracy and literacy in order to raise standards further.

Personal development and well-being

Grade: 2

There is a positive atmosphere in the school and the pupils show respect towards each other and the staff. Most pupils enjoy their experience of school, grow in confidence and develop good personal qualities. Pupils generally behave well in lessons and around the school and there are clear systems for dealing with misbehaviour. Attendance of pupils is average and the school acknowledges this as an area for further improvement. Spiritual, moral and social development is good. Pupils are developing their awareness of the multi-cultural diversity of society. They are sensitive towards the feelings of others and appreciative of the world around them. Pupils have a good understanding of how to keep themselves safe and healthy, both through eating sensibly and taking exercise. They raise money for charities through a number of school activities. The school council is developing its role in the life of the school. Older pupils welcome opportunities to take on responsibility and particularly enjoy helping the younger pupils and the 'Jobs for the Day' in Year 6. Through the learning of basic skills and the good opportunities they have for working together, pupils are prepared well for secondary school.

Quality of provision

Teaching and learning

Grade: 2

Teaching and learning are good, due to the very positive relationships between teachers and pupils. Good behaviour and attention supports effective learning and good progress. A major strength of the teaching is the opportunity for pupils to work together, developing their skills of co-operation and negotiation. Teachers use cross-curricular themes to create enjoyable

activities that stimulate pupils' imaginations. Pupils take care with their work and make a full contribution to classroom discussions and questions. On occasions, teachers allow question sessions to become too noisy, as they do not have clearly established routines for how pupils should answer. At times, the pace of lessons is slower because the activities do not always match all the pupils' needs. Teachers make it clear to pupils what they are expected to learn and how they will know that they have been successful. This is especially good when using the 'mark ladders' and the 'tool box' targets in writing. Teaching assistants are effective in supporting small groups of pupils although teachers do not always use them fully in the whole class sessions.

Curriculum and other activities

Grade: 2

The curriculum is good because there is a very clear framework for teaching literacy and numeracy across the school. There are also very effective links between subjects. These are having a positive impact on pupils' progress by giving them opportunities to use the skills they have learned in one subject to extend and support their learning in another. For example, in whole school projects, such as the 'Building Day', pupils use a range of literacy and numeracy skills. However, teachers also focus appropriately on individual subject knowledge and understanding so that subjects are taught in sufficient depth. There are a good number of clubs and after school activities. The curriculum is extended and enriched through a good range of visits and visitors to the school, often enabling pupils to learn through first hand experiences. The provision for pupils who find learning difficult is effective and helps them make good progress. However, the school does not regularly identify pupils with specific gifts or talents, and planning does not always provide sufficient opportunities to extend the learning of the most able.

Care, guidance and support

Grade: 2

These aspects are good overall, with some excellent features. This caring school provides outstanding pastoral support for all pupils. Good systems are in place to ensure that pupils are safe and well looked after. Pupils are happy to talk to members of staff if they are concerned or worried. The school works particularly closely with a number of external agencies in supporting those with behavioural, emotional and learning difficulties. There are robust arrangements for child protection, health and safety, risk assessments and first aid. The school is effective in the way it tracks pupils' progress although it does not always use assessment data well enough in lessons.

Leadership and management

Grade: 2

The headteacher provides dedicated and supportive leadership, with a clear vision for improvement in the school. Parents, teachers and governors greatly respect and share her focused approach to promoting good standards of personal development and attainment for all pupils. The senior management team provides highly effective support for developments across the school. The school improvement plan is a good working document that includes comprehensive success criteria, actions to be taken and arrangements for checking progress. The subject leaders are developing their roles well so that they are now taking a greater part in the planning and monitoring processes. There is a good programme of professional

development and increasing opportunities for sharing of good practice. The school runs very smoothly and calmly on a day-to-day basis. Governors are aware of the school's progress and areas for development. They monitor progress well and play a full part in the strategic development of the school. For example, they have been proactive in marketing the school with the new housing developers and ensuring the provision of a bus service for the children. The school has successfully addressed all the issues raised in the last inspection report.

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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	3
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

1 February 2008

Dear Pupils

St Peter and St Paul Primary School, Carbrooke, Norfolk, IP25 6SW

Thank you for making us so welcome and talking to us during the inspection. We really enjoyed watching your lessons and looking at your work. It was also good to see you in the assemblies and during the playtimes. Your school is providing a high quality of education for you.

These are some of the things your school does well.

- You make good progress and gain above average results.
- You try hard and enjoy coming to school.
- You behave well and take care of one another.
- The teaching in the school is good.
- Literacy and numeracy lessons are very well organised.
- The teachers and support staff care greatly for you.
- The school runs very smoothly and calmly.
- You are well prepared for secondary school.
- You have a very good headteacher.

We have asked the headteacher, the staff and the governors to do the following things to make the school even better.

- Improve the attendance rates of pupils in the school.
- Support teachers in using information about your progress so that they can help you in areas of work that you find difficult and also challenge you in areas that you find easier.
- Improve the indoor and outdoor learning areas in the Reception class.

Keep working hard and enjoying the many things you do at St Peter and St Paul School. You obviously enjoy going to such a good school. We would like to wish you success in your future education.

With very best wishes,

Stephen Walker

Lead inspector