

St Peter's C of E VC Primary School

Inspection report

Unique Reference Number	121034
Local Authority	NORFOLK LA
Inspection number	313846
Inspection dates	4–5 February 2008
Reporting inspector	John Godwood

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number on roll	
School	96
Appropriate authority	The governing body
Chair	Rev Angela Reynolds
Headteacher	Mrs Christine Livings
Date of previous school inspection	27 May 2002
School address	Marlingford Road Easton Norwich Norfolk NR9 5AD
Telephone number	01603 880553
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Age group	4-11
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Introduction

The inspection was carried out by an Additional Inspector.

Description of the school

The school is much smaller than most primary schools. The proportion of children known to be eligible for free school meals is just above average. The proportion who have learning difficulties or disabilities is well above average, although it varies in each intake. As a result, children's attainment on entry is not consistent, but overall is below the national expectation. A significant number of children join or leave the school at other than the usual times. The school has several children from Traveller families. The proportion of children from minority ethnic backgrounds is below average but is increasing.

The school has recently established a partnership with another small primary school. The headteacher oversees both schools, with an assistant headteacher in each.

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. The headteacher ensures that its work is guided by a clear vision that is firmly grounded in its Christian ethos. This inspires staff to work well together to promote pupils' learning and well-being. The school is inclusive and works hard to meet all pupils' needs. It is especially effective in supporting children who are vulnerable or have particular needs. The quality of care, guidance and support is good. The school maintains good links with parents, most of whom are very appreciative of what it offers.

Pupils respond well to the school's friendly, welcoming atmosphere. They enjoy learning and grow in confidence. Their personal development and well-being are good. They behave well and are tolerant and caring towards one another. They learn how to keep themselves safe and healthy, supported, for example, by the cookery and gardening clubs. Pupils contribute positively to their school and local community and regularly raise funds for charities.

Pupils' progress is good overall, but not consistently so. They get off to a good start in Reception as a result of well planned activities and good teaching. They achieve consistently well in Key Stage 1 and reach average standards in Year 2. Progress in Key Stage 2 is good overall and standards in Year 6 are average, but it is more mixed. In 2007, for example, Year 6 test results were lower than in the previous two years. Standards have now risen again. Pupils with particular needs and those who arrive during the year receive helpful additional support and therefore make good progress. Current pupils in Years 5 and 6 have previously progressed less rapidly than those in Years 3 and 4, but are now achieving well.

Teaching and learning are good. Lessons are well planned to match pupils' differing abilities and to make learning enjoyable. The school has a good curriculum, in which subjects are linked together through themes, enabling pupils to apply the skills they learn and work creatively. Teachers manage pupils positively and create a good learning atmosphere. They carefully track pupils' attainment and provide effective additional support for those who are falling behind or need additional challenges. The teaching assistants play a key role in giving extra help, both in class and in small group work. All classes have a range of learning targets, which pupils find helpful. However, not all teachers make pupils sufficiently aware of their individual next steps in learning through marking and discussing learning objectives.

Leadership and management are good. The headteacher and assistant headteacher provide a clear direction and are well supported by the rest of the staff. The school regularly evaluates its work and has a thorough management plan. All teachers are engaged in monitoring provision and seeking continual improvement. However, self-evaluation reports are not sufficiently clear in pinpointing exactly how well the school is doing and what needs to be improved. Pupils' learning benefits from good links with other local schools and the nearby college, and from a well maintained environment, both inside and out. Governors provide helpful guidance and check regularly on the school's performance. The school has improved well since its last inspection and has good capacity to improve further.

Effectiveness of the Foundation Stage

Grade: 2

Children feel secure and behave well. They enjoy learning and cooperate well with others. The classroom is pleasant and well resourced, with constructive use made of the outdoor area. Activities are imaginatively planned to cover all areas of learning in an interesting way. They

include a good balance between free choice and teaching of specific skills. As a result, pupils make good progress in their social development and their early learning. Teaching is clear and precise, giving children good models and opportunities to be independent. Children's achievements are assessed thoroughly, with the information used in planning new activities and to evaluate the quality of provision. By the end of the Foundation Stage, standards are broadly in line with national expectations, but vary according to pupils' particular needs.

What the school should do to improve further

- Improve pupils' understanding of their next steps in learning through marking and discussing what it is they are going to learn.
- Ensure that self-evaluation procedures provide an accurate, up to date picture of how good things are and what could be improved.

Achievement and standards

Grade: 2

Pupils make good progress in relation to their attainment on entry and reach average standards at the end of Year 2 and Year 6. Standards at the end of Year 2 are consistent in reading, writing and mathematics. In 2007, pupils did a little less well in mathematics but this is not normally the case and currently progress in mathematics is as good as in English.

Progress in Key Stage 2 is good overall, but is less consistent than in Key Stage 1. Year 6 test results in 2007 were a little lower than in the previous two years, particularly in English. For current pupils, standards are back at their previous levels. The school has effectively improved the standard of pupils' writing to match that in reading. Pupils who are currently in Years 5 and 6 have in the past not progressed as fast as younger pupils, but are now progressing well. Pupils with particular needs who receive additional support make good progress.

Personal development and well-being

Grade: 2

Pupils enjoy school because of its happy atmosphere, good relationships and interesting activities. As one put it, 'It is friendly and welcoming.' Attendance is above average. Pupils behave well and are tolerant and supportive of others who have disabilities and/or learning difficulties other particular needs. Pupils' spiritual, moral, social and cultural development overall is good, supported by strong links with the church and community. Improvement of pupils' understanding of other cultures is an area the school has identified for further attention. They know how to stay safe and what to do if they are bullied, although that is rare. They are keen to participate in clubs, their health benefiting from the range of sports activities that has gained the school the Active Mark award. Pupils contribute positively in many ways, for example to assemblies, the school council, the village magazine and a school in Uganda. They are well prepared for their future lives through their growing confidence and personal qualities, as well as their progress in literacy and numeracy.

Quality of provision

Teaching and learning

Grade: 2

Teachers establish good relationships and pupils respond well. Class management is generally effective, although there is occasional restlessness in some classes. Teachers plan their lessons

effectively to match the range of age and ability in each class. They include interesting activities and pupils enjoy most lessons because they are engaged actively and challenged to think for themselves. Teaching assistants are skilled and provide effective additional support in class and small group withdrawal. In reading, writing and mathematics, each class has learning targets at three levels. Teachers assess pupils' work against these and review the targets regularly. This is helpful in guiding pupils' learning. There is some good practice in giving pupils individual targets, but in general teachers do not make pupils sufficiently aware of their individual next steps through discussion or marking.

Curriculum and other activities

Grade: 2

Teachers plan carefully to promote pupils' literacy and numeracy. They have reorganised the curriculum to make learning more enjoyable and creative through linking subjects together into themes. This has had a positive impact on pupils' independent learning skills in the lower years, but less so in the higher years. In Key Stage 2, pupils benefit from learning a foreign language. The school makes good use of its links with the secondary school and college to provide expert teaching in science, languages and sport. It uses its grounds well to promote pupils' physical development and understanding of the environment. The teaching of information and communication technology (ICT) has developed significantly since the last inspection, with children regularly using computers and interactive whiteboards. There is a wide range of intervention programmes for pupils who are falling behind, as well as the gifted and talented. For the size of the school, there is a good range of clubs and activities.

Care, guidance and support

Grade: 2

The school is rigorous in safeguarding children and ensuring safety in school. Pupils feel safe and well cared for and trust the adults to respond to any concerns. A notable strength is the care provided for pupils who are vulnerable or have particular needs, which is much appreciated by their parents and carers. The school makes it a high priority to give pupils the support they need. It has good links with external agencies and with parents. Most parents are pleased with the school, particularly their children's happiness and their growth in confidence. Pupils' progress is tracked regularly in reading, writing and numeracy, with similar practice developing in science and ICT. The information is used well to identify pupils who need extra help to make the progress of which they are capable. However, pupils' understanding of their next steps in learning is not consistent across all classes. Good links with the pre-school and the secondary school help to ensure that pupils have a smooth transition.

Leadership and management

Grade: 2

Good leadership has enabled the school to improve standards, provision and management since the last inspection. It makes good use of challenging targets. All the teachers and support staff work well as a team. Subject leaders contribute well in planning their subjects and supporting other teachers. The headteacher monitors teaching regularly, providing effective support where needed. Self-evaluation is satisfactory. All staff are involved in regular monitoring and a shared approach to continual improvement. Senior staff regularly update the self-evaluation but do not 'stand back' enough to check and report exactly how well things are going and what needs

to be improved. Governors contribute well to the school's direction, are supportive in practical things and check how things are going. The school provides good value for money. The partnership with another primary school is beginning to enable staff and governors to share expertise, but this is at a very early stage.

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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	3
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

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	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	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

6 February 2008

Dear Children

Inspection of St Peter's C of E VC Primary School, Easton, NR9 5AD

I enjoyed my visit to your school. Thank you for your friendly welcome and for sharing your thoughts with me. Many of you told me that you enjoy school because it is friendly and you have interesting things to do. I agree that it is a good school.

The school helps you to become confident and responsible. The adults look after you well and listen to what you have to say. You are keen to learn and usually behave well. I was pleased to see how well you care for each other and are helpful in school, as buddies or school councillors for example, or by raising money for charities.

You learn well because teachers explain things clearly and usually set work at the right level. They expect you to work hard and ask questions that make you think. The teaching assistants give good extra support. You all have targets which you find helpful. I have asked the teachers to help your learning even more by telling each of you what your next steps are.

You make good progress and generally do well in Year 2 and Year 6 tests. Your writing has improved. Overall, standards are rising in the school. Teachers check your progress well and arrange extra help if you need it. This helps you all to keep up with your reading, writing and maths.

All the staff work very hard to make learning enjoyable and help you to do well. They regularly check how things are going and have meetings to plan how they can keep improving the school. I have asked the headteacher to give the other teachers and the governors a really clear picture of how well things are going so that they can decide what still needs to improve.

I think that your school will continue to improve. You can help by making suggestions to the school council and working hard in all your lessons. I wish you well for the future.

Yours sincerely

John Godwood

Lead inspector