

# Gresham Village School

## Inspection report

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<b>Unique Reference Number</b>	121193
<b>Local Authority</b>	Norfolk
<b>Inspection number</b>	327428
<b>Inspection dates</b>	5–6 March 2009
<b>Reporting inspector</b>	Roger Sadler

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

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<b>Type of school</b>	Primary
<b>School category</b>	Foundation
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School (total)	88
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Catherine Askew
<b>Headteacher</b>	Miss Joanne Davenport
<b>Date of previous school inspection</b>	22 November 2005
<b>Date of previous funded early education inspection</b>	Not previously inspected
<b>Date of previous childcare inspection</b>	Not previously inspected
<b>School address</b>	Cromer Road Gresham Norwich Norfolk NR11 8RF
<b>Telephone number</b>	01263 577349
<b>Fax number</b>	01263 577349

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<b>Age group</b>	3–11
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## Introduction

The inspection was carried out by one Additional Inspector.

## Description of the school

The proportion of pupils known to be eligible for free school meals in this small rural school is average. All pupils are from White British backgrounds and English speaking homes. The percentage of pupils with learning difficulties and/or disabilities is similar to that found nationally. Most of these relate either to the pupils' language or to their emotional development.

Nursery children mostly enter the Early Years Foundation Stage unit at the beginning of the term following their third birthday and attend each morning. They attend full time from the beginning of the school year following their fourth birthday. The older pupils are taught in three mixed age classes.

The school has gained a Healthy Schools Award, the Active Mark for physical education and exercise, Artsmark and Basic Skills Primary Quality Mark. The headteacher has joined the school since the last inspection.

## 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 where pupils' achievement and progress are satisfactory and their personal development and well-being are good. The good curriculum puts a strong emphasis on social development and health and fitness. Pupils frequently participate in exercise and sport both during and outside the school day. Both pupils and their parents very much appreciate the excellent range of clubs and extra activities provided. These activities and other work towards the Healthy Schools Award have helped provide pupils with an excellent understanding of how to lead a healthy life. From skills as expected for their age on entry, pupils make satisfactory progress throughout the school. Standards by the end of Year 2 are average. Over the last three years, the proportion of Year 6 pupils attaining nationally expected standards has steadily risen and almost all of Year 6 attained this level in English, mathematics and science in 2008. Standards in school in reading have risen considerably and are now above average due to improved teaching of letters and sounds and to the helpful contribution that many parents make to their children's good progress and enjoyment of reading. A more investigative approach to learning in science has reaped rewards. However, standards, across the school, remain average overall because too few pupils are challenged and supported to attain higher levels in writing and mathematics. Pupils with learning difficulties make satisfactory progress because teachers make careful assessments and teaching assistants often provide appropriate additional support.

Leadership and management are satisfactory and improving. The majority of parents and carers are supportive of the school and feel that the school is developing well. The school's drive for community cohesion is satisfactory and has strengths but developing a more global perspective is work in progress. Procedures for monitoring and evaluating the work of the school are sound. The headteacher has introduced effective ways of monitoring the progress of pupils, and the information provided is used to allocate additional support to those who are at risk of falling behind. Because the school has a clear, accurate and shared understanding of what needs doing to take the school forward, the school improvement plan concentrates on improving the most important aspects. These factors, rising standards in reading and pupils much improved personal development indicate that the school is in a good position to continue to improve in the future. Teaching is satisfactory with some good practice. Staff training and guidance is good but not followed up sufficiently to eliminate inconsistencies in aspects of teaching and learning, such as how well pupils present their work or how effectively their work is marked.

This is a happy school of which pupils are proud and they enjoy their time in it. They recognise that behaviour has improved and is now good, particularly in assemblies and around school. Pupils feel safe and secure at school and they act with sensitive consideration for the safety and feelings of others. They regard adults in the school highly and relationships are strong. The quality of care, guidance and support, are satisfactory overall. Although the school has introduced a system to provide pupils with learning targets, too many pupils are unclear of what they have achieved to date and where they need to concentrate to improve their work further.

## Effectiveness of the Early Years Foundation Stage

### Grade: 3

Many children have already attended the weekly parent and toddler groups held in the Early Years Foundation Stage unit, which helps them settle confidently into the Nursery. In Nursery and Reception, they make satisfactory progress in their language development, and in their

problem solving, reasoning and numeracy. Rates of progress in reading and writing are beginning to accelerate since the introduction of improved ways of teaching letters and sounds but this work has not yet fully impacted on standards. The curriculum is satisfactory overall and is being reviewed and updated to ensure best practice from the latest national guidance is taken account of. The outdoor area and garden are very well used to stimulate the children's curiosity and knowledge of nature and growth. Children are treated very kindly and their welfare is given a good priority by all staff. Good systems are in place to promote the children's well-being and they make good progress in their personal, social and emotional development. The classroom areas are safe and good adult to child ratios and careful supervision arrangements support their safety well. Each child's home-school book facilitates easy and regular communication between home and school and parents are supportive of the quality of provision in the Early Years Foundation Stage. Teaching and learning are satisfactory. Teachers and teaching assistants plan and work cooperatively and there is a sound balance between teacher-directed and more independent activities. The pace of learning is occasionally slowed when time is wasted moving between sessions or preparing for breaks. Leadership and management are satisfactory and staff have a clear overview of where improvements are needed.

### **What the school should do to improve further**

- Provide extra support and challenge to help more pupils attain higher standards in writing and mathematics.
- Improve academic guidance so that pupils have a clear understanding of where and how to improve particular aspects of their work.
- Ensure that follow up checks are sufficiently rigorous to ensure consistency in aspects of teaching such as how pupils' work is marked, how more able pupils are extended or how well pupils present their work.

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**

By the end of Year 2, pupils attain average standards in reading, writing and mathematics. Over the last three years national assessment results of Year 6 pupils have gradually improved so that in 2008, almost all pupils attained nationally expected standards. The school has set targets to continue this upward trend and pupils currently in Years 5 and 6 are on track to meet these targets. Although the achievement and progress of most pupils is satisfactory, some more able pupils, in differing year groups, do not achieve their full potential because they do not receive additional guidance or challenge often enough. This means that too few pupils attain the higher levels in mathematics and writing. Progress is best in reading and many pupils exceed nationally expected reading standards. The progress made by pupils with learning difficulties, across the school, is satisfactory.

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

### **Grade: 2**

Pupils' spiritual, moral and social development is good and supported well by regular personal and social education lessons. Although pupils show a sound understanding of the cultures and traditions of people from minority ethnic backgrounds who live in Britain or other cultures in

the wider world, the school is aware of the need to develop this further. They show an excellent understanding of how to lead a healthy life. They respond well to and appreciate the school's strong emphasis on exercise, sport and healthy eating. All pupils adopt safe practices and feel safe in school. They know that they can always talk to an adult if they have a problem. Levels of attendance are average. Behaviour is consistently good around school, but on a few occasions in lessons, when not enough is expected, some pupils do not behave as politely as they could. Older pupils enthusiastically apply for and are appointed to additional responsibilities within school, such as Nursery or nature prefects. The school's extensive links with the village, especially the church, enable pupils to make a good contribution to the local community through charities, fundraising and other village activities. Their good personal development and satisfactory basic skills give them a sound preparation for the next stage of education and the world of work beyond.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

Teachers plan interesting activities and pupils enjoy their lessons. In the best lessons work is stimulating, challenging and keeps pupils on their toes. Homework is well-organised, especially home reading, and supports pupils' progress well. Science teaching has improved this year and the school is placing stronger emphasis on developing pupils' investigative skills. Consequently standards in science are rising. The quality of teachers' marking is inconsistent and teachers sometimes provide too little guidance or challenge to ensure pupils do their best and present their work to the best of their ability. Teaching assistants often provide good guidance to individuals or small groups of pupils who find learning difficult and this helps them make satisfactory progress.

### **Curriculum and other activities**

#### **Grade: 2**

Teachers give appropriate emphasis to teaching the basic skills, especially reading, and pupils are provided with a broad range of interesting activities which help them enjoy learning. The curriculum is rich and interesting. Pupils enjoy the special days when they work in their four house teams with pupils of all ages on such topics as local history. The school has a very wide programme of visits and enrichment activities, including a residential visit and an excellent programme of out of school clubs, especially for sports. The school has reviewed and improved its curriculum to support pupils' personal development. This has resulted in improved social skills, relationships and confidence. The curriculum is suitably modified to meet the learning needs of those who find learning difficult. However, more able pupils are not consistently provided with additional challenge, especially in writing and mathematics.

### **Care, guidance and support**

#### **Grade: 3**

Pastoral care is good and academic guidance satisfactory. Pupils are cared for sensitively and their personal and pastoral needs are well known to staff. Risk assessments and child-protection arrangements fully meet current requirements. Ways of ensuring pupils are safe, including the safe use of the internet, are thoroughly planned and consistently carried out by staff. Consequently, this is a happy, orderly and safe school. The headteacher has introduced an

effective way of regularly assessing and checking the progress each pupil is making. This information is used well to provide extra help for pupils who are not attaining expected standards. However, most pupils are unclear about how well they are doing and where they need to concentrate their efforts in order to move to the next stage of learning.

## **Leadership and management**

### **Grade: 3**

The headteacher, over the last the last eighteen months, has won the support and confidence of parents, staff and governors. Regular, good quality class and school newsletters support communication with parents well. The identified areas for school development over the last eighteen months have been tackled and have brought about improvements in key areas such as standards, achievement, assessment and pupils' personal development. The school knows there is still work to be done but has a good awareness of the areas that need to be tackled to raise standards further. Key to this is the rigour of monitoring and evaluation. The school has identified the need for consistency in how well leaders address inconsistencies in aspects of teaching and academic guidance to ensure that all staff match the practice of the best and most effective.

Governors have a reasonable overview of where improvements are needed and are fully committed to the school's success. They have recently reviewed their role and recognise that their effectiveness in monitoring, comparing and challenging the performance of the school with similar schools, although satisfactory, requires improvement. The school makes a satisfactory contribution to community cohesion through developing pupils' skills and forming harmonious relationships very effectively. However, the headteacher is aware that this aspect of the school's work needs further review.





## 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?	3
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?	3
The capacity to make any necessary improvements	2

### Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	3
How well do children in the EYFS achieve?	3
How good are the overall personal development and well-being of the children in the EYFS?	2
How effectively are children in the EYFS helped to learn and develop?	3
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	3

### Achievement and standards

How well do learners achieve?	3
The standards <sup>1</sup> 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/or disabilities make progress	3

<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.

## Personal development and well-being

<b>How good are the overall personal development and well-being of the learners?</b>	2
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	2
The extent to which 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	3

## The quality of provision

<b>How effective are teaching and learning in meeting the full range of learners' needs?</b>	3
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?	3

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	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 leaders and managers use challenging targets to raise standards	3
The effectiveness of the school's self-evaluation	3
How well equality of opportunity is promoted and discrimination eliminated	3
How well does the school contribute to community cohesion?	3
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

**Annex B****Text from letter to pupils explaining the findings of the inspection**

9 March 2009

Dear Pupils

Inspection of Gresham Village School, Norwich, NR11 8RF

Thank you all for making me welcome when I inspected your school. I enjoyed my visit and a special thank you to those who talked to me about school life during their lunchtime. Yours is a satisfactory school that is improving.

I found your school a happy place where people get on very well and treat each other with respect. You make satisfactory progress in your work. You are getting on well enough in mathematics, science and writing, and doing well in reading. Many of your parents help you improve your reading by hearing you read at home. New children in the Nursery are helped to settle in quickly and are already on the way to learning to read, write and count. Their knowledge of nature is very good. You all very much enjoy the very strong emphasis the school places on helping you keep healthy and many of you take up the excellent range of clubs and activities the school provides for you with great enthusiasm. Many of you show a very good understanding of how to keep fit and I am impressed that all of you can swim by the time you leave school.

You behave well and you are clearly proud of your school. You feel safe in school and know that adults look after you well. Some of you take on additional responsibilities for helping the school run smoothly and you join in with community activities.

Both you and some of your parents reported that you regard your school highly and appreciate the work the staff and your headteacher do. I saw that you enjoy school life and most of you attend quite regularly – so well done! Staff are aware of your learning needs and give extra help to those of you who are not doing your best. Your headteacher and the staff are working hard to improve the school and know that there are some things that still need to be done. I have recommended that they should:

- Help more of you to reach higher standards in mathematics and writing.
- Help you have a clearer understanding of where and how to improve particular aspects of your work.
- Check that all teachers adopt a similar approach to aspects such as how well you are required to present your work.

Yours sincerely

Roger Sadler

Lead inspector