

# St Faith's CofE Primary School

## Inspection report

---

<b>Unique Reference Number</b>	121082
<b>Local Authority</b>	Norfolk
<b>Inspection number</b>	334945
<b>Inspection dates</b>	20–21 May 2009
<b>Reporting inspector</b>	Paul Missin

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.

---

<b>Type of school</b>	Primary
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	4–10
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School (total)	99
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>	Rev Andrew Beane
<b>Headteacher</b>	Mrs Elizabeth Hurrell
<b>Date of previous school inspection</b>	2 October 2006
<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>	25 Manor Road Horsham St Faith Norwich Norfolk NR10 3LF
<b>Telephone number</b>	01603 898353
<b>Fax number</b>	01603 898353

---

<b>Age group</b>	4–10
<b>Inspection dates</b>	20–21 May 2009
<b>Inspection number</b>	334945

---

© Crown copyright 2009

Website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

## Introduction

The inspection was carried out by one additional inspector.

## Description of the school

This small village school is in the process of changing from a first school to a primary school and currently Year 5 is the oldest year group. The proportion of pupils with learning difficulties and/or disabilities is below average but the proportion with statements of special educational needs is above average. A below average proportion is eligible for free school meals. Almost all pupils are of a White British background.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 3

This school provides a satisfactory standard of education for its pupils. The process of changing its status from a first to a primary school began in 2005 and has brought significant challenges to school leaders. These include the need to manage the considerable addition to accommodation, the growing number on roll, and the challenge of having an enlarged age range. The longer term, strategic development of the new school has been planned and managed well by the headteacher and she now shares a clear vision for the future. Leadership and management are satisfactory overall with a sound capacity to make further improvements. The headteacher is supported satisfactorily by other senior staff and the governing body. The focus of the school's work, driven by a clear improvement plan, is centred on raising standards in writing, mathematics and science. However, agreed achievement targets are not used sufficiently to judge the success of the planned initiatives. The school's judgements of the effectiveness of several aspects of its work in the self evaluation form were over optimistic but self-evaluation carried out recently is more realistic.

Standards in Year 2 are not as high as they have been recently. This is mainly because there has been a steady decline in the level of knowledge that pupils start school with, which are below those expected for their age. Currently, standards in Year 2 are broadly average in writing and mathematics. In Year 5, pupils are also reaching standards in English, mathematics and science which are expected for their age. Standards in reading across the school are above average. Achievement across the school is satisfactory. The progress that pupils make in reading is good, but the school recognises that progress in writing is too slow. Teaching is satisfactory. Where teaching is most effective, teachers manage pupils well and provide interesting activities for them to follow. An important strength is the consistent way in which teachers secure pupils' positive response and encourage their excellent behaviour. Lesson planning is usually detailed but plans do not always make sufficient reference to what the pupils are expected to learn. The satisfactory curriculum provides an effective emphasis on basic literacy and numeracy skills and is enhanced well by peripatetic music tuition and opportunities for older pupils to learn French and Spanish.

Pupils' personal development is good. Behaviour in class and around the school is exemplary. Pupils are polite, respectful of each other and welcoming to visitors. They have a good appreciation of the importance of leading a safe and healthy life. They say how much they enjoy school and what is provided and are keen to come to school. As a result, attendance is consistently above average. Pupils have a very mature view of their place in the school and village community. They willingly take responsibility as school council members and bell-monitors. Pupils' spiritual, moral, social and cultural development is good. Parents are overwhelmingly confident in the school's care of their children. This is achieved because all staff know pupils and their parents very well and all share in the responsibility of care. Procedures for looking after vulnerable pupils and those who may find learning difficult are sound. A good amount of assessment information is collected, but it is not yet being used consistently to set targets for pupils which help them to understand the next steps in their learning.

## Effectiveness of the Early Years Foundation Stage

### Grade: 3

Children start the Reception class with knowledge and skills that are below those expected for their age, particularly in language and communication and their social skills. The school's own

data shows that standards on entry have been declining recently. By the end of the Reception Year, children make satisfactory progress but are still reaching standards that are below those expected for their age. Children are settled quickly and effectively to school life and are cared for well. They are welcomed to the classroom each morning and school routines and expectations are made clear. Some aspects of children's personal development are promoted effectively. Children soon learn to respect others, to work and play together and to take turns in using equipment. The further development of children's social and physical skills is limited because they do not have easy and regular access to an appropriately equipped outdoor activity area. This limits their opportunity to interact socially, to become independent learners and to make choices over a sufficiently wide range of activities which they might follow. Teaching is satisfactory overall. The current teacher is very new to the class. She has settled quickly and has already begun to build up a positive relationship with the pupils. The satisfactory curriculum plan provides an overview of how aspects of children's learning are addressed through a range of topics. Teachers are beginning to build up a clear picture of the standards that children reach and the progress they make. However, lesson planning does not consistently show the learning that is intended in each activity clearly enough. Leadership and management are satisfactory. The headteacher is temporarily overseeing this phase.

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

Improve the outdoor provision in the Early Years Foundation Stage.

Raise standards and accelerate the progress that pupils make, especially in writing by:

- ensuring that teachers focus more clearly on what pupils of different abilities are expected to learn
- involving pupils more in their learning by setting them targets which show them clearly the next steps that they need to take
- use targets more sharply in the success criteria in school improvement planning.

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**

Standards in Year 2 have been above average in the past, but in the last few years they have been closer to average. This reflects the changing standards reached by children as they enter the school. Currently, pupils in Year 2 are reaching standards in reading that are above average, but closer to average in writing and mathematics. Pupils in Year 5 are reaching standards that are generally in line with those expected for their age but in reading they are above. Here a high proportion of pupils are already reaching the higher level 5. This group will be the first Year 6 class to move through the school. Their end of Year 6 targets in English, mathematics and science have recently been reduced but they are still very challenging. Achievement across the school is satisfactory and improving. The progress that pupils make in reading is good, but it is slower in writing. Pupils with learning difficulties and/or disabilities make satisfactory progress because of the sound support they receive.

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

### **Grade: 2**

Pupils' behaviour in class and around the school is excellent and they all have high expectations of themselves and others. Attitudes to each other and to all the adults in the school community are very positive. Pupils enjoy school and attendance has been consistently above average. Pupils are attentive in lessons, contribute confidently to class discussions and are keen to do well. They know what is needed for a healthy and a safe life and they enjoy plenty of energetic physical activities during school and in after-school clubs. Older pupils readily accept responsibility as school councillors and school monitors and willingly help and support each other. They are very well involved in the local community through links with the church, visits to places of local interest and support of village activities. Pupils say that they would appreciate the opportunity for more sporting competitions with other schools. They have a very clear sense of belonging to a school community and some of the responsibilities which this entails. They are very clear about the need for rules and some of the consequences of not keeping them but there is scope for them to be more aware of our own multicultural heritage. Their sound numeracy and literacy skills provide a sound basis for later life.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

Teachers manage pupils well. Expectations of positive attitudes and of good behaviour are made clear and pupils respond well. They generally show interest in their lessons, sustain their concentration and work cooperatively when required. In the most effective lessons, the learning intended in the lesson is clearly defined and shared with the pupils. In the best lessons, teachers provide interesting, well resourced activities. This was seen in a good practical investigation of friction by Year 3 and 4 pupils. They cooperated well, reached interesting conclusions and thoroughly enjoyed their work. Interactive whiteboards are sometimes used imaginatively to capture and keep pupils' interest. Lessons are mostly well paced but sometimes the pace of learning drops when pupils change activities or when they are not sure what to do next. Occasionally, pupils do not get sufficiently challenging work to extend their understanding and sometimes they are not sufficiently involved in their own learning, for example, through targets which show the next steps in their learning.

### **Curriculum and other activities**

#### **Grade: 3**

The satisfactory curriculum provides an appropriate focus on the provision of basic literacy and numeracy skills. Work is still being done to provide stronger links between different subjects, to plan for the effective use of information and communication technology (ICT) in different subject areas and to extend the curriculum to the new Year 6 pupils next year. Pupils' personal development is promoted well through class discussions, where pupils are encouraged to talk openly about sensitive issues. A sound range of intervention groups support pupils who may be vulnerable or in need, and are finding learning difficult. The curriculum is made interesting and relevant by additional opportunities through a good number of interesting visits and visitors to the school. Strong links with the local community are made through visits to the church and a nearby nature trail.

## Care, guidance and support

### Grade: 3

The school has a caring culture so that pupils feel happy and secure and ready to learn. All adults in the school community know pupils and their families well and they all work together consistently to care for and look after the pupils. Parents have confidence in the school's care and welfare procedures. Pupils know they can go to an adult for help if they are worried. Secure procedures for child protection are in place and risk is minimised wherever possible. All the necessary checks on adults that have contact with pupils have been completed. Pupils who need extra help are identified early and given appropriate support. A range of assessment information is collected, which is used satisfactorily to monitor how well pupils are doing and the progress they are making. However, assessment procedures are implemented inconsistently across the school and information is not used consistently by teachers to set learning targets which can pupils understand in order to help them to do better.

## Leadership and management

### Grade: 3

The headteacher displays thoughtful and sensitive leadership and she is managing the change in the status of the school well. The strategic planning for this change and the headteacher's vision for the future are good. Leadership responsibilities are understood and shared and other leaders provide sound support. Management systems and responsibilities are clearly understood and as a result the school runs smoothly from day to day. Planning for school improvement is clearly at the heart of its work. The school improvement plan helpfully brings together the aims and objectives of this Christian foundation school and targets the priority to raise standards and improve achievement in crucial areas. However, there is scope to use agreed targets more sharply to judge the success of planned initiatives. The contribution to community cohesion is satisfactory. The school has analysed its contribution to its local community and is aware of the need to extend this to more distant places. Pupils are included effectively in school life and have equal opportunities. Governors know the school well and help to give the school a high profile in the local community. They are supportive of the headteacher and staff and are becoming more challenging in their approach.





## Annex A

## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
---	----------------

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

### 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?	3
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	2
The extent to which learners adopt safe practices	2
The extent to which learners enjoy their education	2
The attendance of learners	2
The behaviour of learners	1
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?	3
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	2
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**

22 May 2009

Dear Pupils

Inspection of St Faith's Church of England Primary School, Norwich, NR10 3LF

Thank you for making me so welcome when I came to the school recently to see how well you were doing. I enjoyed talking to you and seeing you at work and at play. Your school provides you with a satisfactory education.

Here are some of the best things about your school.

- Your behaviour in class and around the school is excellent.
- You all get on very well together and you willingly help and support one another.
- Your headteacher is planning the change to a primary school well and she and other leaders have a clear view of the future.
- You enjoy school and most of you come to school regularly and promptly.
- You enjoy reading and you are making good progress in developing your reading skills.

There are a few things that I think could be even better.

- The children in the Reception class do not have easy or regular access to a separate outdoor activity area. I have asked school leaders to improve this.
- The progress which you make in your writing.
- The use of targets to help school leaders judge the success of plans for improvement.
- Involve you more in your own work through setting learning targets to show you clearly how to improve.

You all need to work hard with your teachers to improve the standard of your writing and to make better overall progress.

Thank you again for your welcome.

I wish you well for the future.

Yours faithfully

Paul Missin

Lead inspector