

Little Snoring Primary School

Inspection report

Unique Reference Number	120828
Local Authority	Norfolk
Inspection number	339784
Inspection dates	20–21 October 2009
Reporting inspector	Clive Lewis

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 of pupils on the school roll	55
Appropriate authority	The governing body
Chair	Mrs Viki Baynesd
Headteacher	Mrs Teresa Osborne (Acting)
Date of previous school inspection	5 March 2007
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Introduction

This inspection was carried out by two additional inspectors. The inspectors visited seven lessons, and held meetings with governors, staff and groups of pupils. They observed the school's work, including a sample of pupils' books, teachers' planning documents, tracking and assessment data and analysed questionnaires from 18 parents, 11 pupils and six staff.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the effectiveness of the Early Years Foundation Stage, particularly planning and resourcing for the outdoor curriculum, and children's typical attainment on entry
- outcomes for pupils with special educational needs and/or disabilities
- the opportunities for pupils to understand what life is like in different communities around the country and the world.

Information about the school

This is a very small school which serves the village of Little Snoring and the surrounding area. A large extension to the building includes a sports and arts hall, which is shared with the local community. Pupils are almost all White British and the proportion of pupils from minority ethnic groups is very low. A high proportion of pupils is eligible for free school meals. The percentage of pupils with special educational needs and/or disabilities is above average, as is the proportion of pupils with a statement of special educational need. A higher than average proportion of pupils enters or leaves the school other than at the start of the school year. An acting headteacher has been in the post since the start of the autumn term.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

2

The school's capacity for sustained improvement

2

Main findings

Little Snoring Primary is a good school which has improved since the last inspection and continues to do so under the enthusiastic leadership of the acting headteacher. She provides a clear sense of purpose and direction, clearly linked to school improvement. Her effective leadership, coupled with a new and stable staffing situation, has ensured that teaching and learning have improved and clear priorities have been set for further improvement. However, subject leaders are new to their roles and are still at an early stage of developing a clear overview of the quality of teaching and the standards in their subjects across the school. Parents are very supportive of the school. They like the positive family atmosphere and one parent commenting on the improvement since the last inspection wrote: 'The school has come on tremendously in the last three years'.

Children get off to a satisfactory start in the Early Years Foundation Stage and make satisfactory progress. However, planning, provision and resourcing for the outdoor curriculum is currently limited and, as a result, children do not have enough opportunities to develop their independent learning skills. Pupils in Years 1 to 6, including those with special educational needs and/or disabilities, make good progress in their time in school. Standards in the latest national tests were in line with national averages at Year 2 and above average in Year 6, an improvement on the previous year. Teachers manage the difficult task of planning for the very wide age and ability range with skill, and teaching is good overall. Parents say their children enjoy coming to school and pupils agree enthusiastically, as is reflected in their good levels of attendance. Pupils have well-developed personal skills. They have a good understanding of how to keep safe. A strong moral code is implicit within the school's ethos. This is reflected in pupils' good behaviour and, in turn, has a very positive effect on the good progress pupils make in lessons. They work hard and conscientiously, without the need for constant adult intervention, both independently and co-operatively. The curriculum ensures that pupils receive a good variety of exciting activities and experiences through visits and visitors to school. Pupils particularly enjoy the good range of after school activities and clubs, including physical activities. Pastoral care and safeguarding of pupils is a strength of the school. Academic guidance is good; pupils are tracked carefully and data analysed rigorously to ensure any pupil falling behind is identified quickly and support is provided. The school has a good understanding of how well it is doing and what needs to be done next, and has a good capacity to maintain and sustain improvement.

What does the school need to do to improve further?

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- Improve planning, resourcing and staffing for the outdoor curriculum in the Early Years Foundation Stage.
- Ensure subject coordinators have a better overview of standards in their subjects by providing opportunities for them to observe teaching and analyse data for their subjects.

Outcomes for individuals and groups of pupils**2**

The small cohorts and the high mobility of pupils has an increasing impact on the school in Years 3 to 6, making comparisons between key stages insecure. For example, only one pupil in the current Year 6 cohort of seven pupils started in Reception and four have joined during the current year. The school's internal data on pupils demonstrates clearly, however, that most pupils make good progress in their time in the school. Standards in the latest national tests were in line with national averages at Year 2 and above national averages at Year 6, an improvement on the previous year. Standards of teaching in lessons and work in books seen during the inspection confirm this good progress has been maintained. Pupils with special educational needs and/or disabilities make good progress because of the effective support provided by class teachers, teaching assistants and outside agencies. Pupils say they enjoy coming to school and this is clearly reflected in their above average levels of attendance. They understand what constitutes an unsafe situation and are confident that issues they raise will be dealt with promptly and effectively by the school. Their good behaviour makes a strong contribution to the good progress they make in most lessons. They behave considerately towards each other and respond quickly to any additional guidance from staff about how to conduct themselves. Pupils are interested in the school's health promotion strategies and understand the main threats to their health and how they can be avoided. They take on responsibility and play a constructive role in the school and, through the school council, have had some influence on decisions about school life. However, although there are plans to restart the school council in the near future, there was no school council at the time of the inspection. Pupils' good standards and their good social skills prepare them well for future well being. Spiritual, moral and social development is good. However, the school recognises it could do more to develop pupils' understanding of life in cultures outside their small village community.

These are the grades for pupils' outcomes

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account: Pupils' attainment ¹	2
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	3
The extent to which pupils contribute to the school and wider community	3
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account: Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Teachers generally have strong subject knowledge which enthuses and challenges pupils and contributes to their good progress. Good use is made of resources, including new technology to motivate pupils and enhance their learning. Support by teaching assistants is well focused and makes a significant contribution to the quality of learning. As a result of good assessment procedures, teachers are able to plan well to meet the needs of the very wide range of age and ability of pupils in each class. Teachers listen to, observe and question groups of pupils during lessons in order to improve learning. Marking is up to date and helps pupils see what they have done well, but it does not always tell pupils what they need to do to improve their work. The curriculum is adjusted effectively to meet the needs of different ages and ability groups and a range of pupils with highly specific needs within the school. Extra-curricular enrichment opportunities are wide and varied for such a small school and are much enjoyed by pupils. The school's good and well-organised arrangements for the care of all pupils, including those with special educational needs and/or disabilities, contribute to their good development and well-being, and support their learning well.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2

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The effectiveness of care, guidance and support	2
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How effective are leadership and management?

The acting headteacher has consistently communicated her high expectations about continuing to improve provision to the staff. She has identified and is tackling areas requiring improvement with rigour and is building on the school's successes. She has developed a strong team, determined to do the best for each child through working closely with families. As a result, teaching is good and planning is founded on robust evidence and based on good quality data. The governing body is influential in determining the strategic direction of the school and is fully and systematically involved in evaluating its work. They have rigorous systems to ensure that pupils and staff are safe and discharge their duties effectively. The school promotes community cohesion satisfactorily.

The school has a highly positive relationship with most groups of parents and carers. This effective liaison with parents and with other partners contributes significantly to improvements in pupils' achievement and well-being. The school promotes equal opportunity in all its work and has good strategies to overcome any remaining variations between groups. It adopts recommended good practice for safeguarding pupils across all areas of its work. Well-developed quality assurance and risk assessment systems take due account of pupils' and parents' views. The school provides good value for money.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Provision for the youngest children is satisfactory. Although overall attainment on entry varies significantly from year to year, due to the very small cohorts, in recent years children have been entering the Reception class with skills that are broadly typical for their age. The new Early Years Foundation Stage leader has made a good start in developing systems and routines. Children clearly enjoy school and, after being there for only a few weeks, they have settled into the routines well and play happily together and individually, delighting in learning. They undertake a variety of whole class and group activities and, in most cases, co-operate well when working with others. Staff have positive relationships with children and manage children and their behaviour appropriately. Good relationships are being developed with parents and carers through daily contact. Pastoral care and welfare arrangements are effective. Consequently, children are safe, well cared for and aware of how to be healthy. Children with special educational needs and/or disabilities are identified quickly, are well supported and are integrated well into all activities. The classroom has a small, secure outdoor area, directly accessible from the classroom, which has been significantly improved recently with an all-weather covering. However, opportunities are being missed for children to select activities for themselves as 'free-choice' and there is currently insufficient equipment or adult support to allow children to freely explore things with purpose and challenge both indoors and outdoors. This hampers the development of their independent learning skills. Adults have a sound knowledge of the learning and development and welfare requirements and guidance for the Early Years Foundation Stage. Some progress has been made in developing secure systems for the long-term assessment and tracking of children's progress and staff monitor and record children's progress on a day-to-day basis effectively.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	3
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

Views of parents and carers

The great majority of parents responding to the questionnaire have positive views of the school. However, a small number of parents disagreed that the school keeps their child safe, helps them to support their child's learning and takes into account their suggestions and concerns. The inspection team investigated these matters and do not feel the criticisms are justified.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Little Snoring Primary to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school. The inspection team received 18 completed questionnaires by the end of the on-site inspection. In total, there are 55 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	10	56	6	33	2	11	0	0
The school keeps my child safe	9	50	5	28	3	17	0	0
The school informs me about my child's progress	7	39	8	44	1	6	0	0
My child is making enough progress at this school	6	33	10	56	1	6	0	0
The teaching is good at this school	5	28	10	56	1	6	0	0
The school helps me to support my child's learning	7	39	7	39	3	17	0	0
The school helps my child to have a healthy lifestyle	7	39	10	56	0	0	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	5	28	10	56	0	0	0	0
The school meets my child's particular needs	6	33	8	44	2	11	0	0
The school deals effectively with unacceptable behaviour	6	33	5	28	2	11	0	0
The school takes account of my suggestions and concerns	6	33	5	28	3	17	1	6
The school is led and managed effectively	7	39	8	44	1	6	0	0
Overall, I am happy with my child's experience at this school	10	45	10	45	0	0	2	9

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



22 October 2009

Dear Pupils,

Inspection of Little Snoring Primary, Fakenham, NR21 0JN

I would like to thank you for your help during the recent inspection of your school. My colleague and I very much enjoyed our visit. We enjoyed watching lessons and talking to some of you. You attend a very happy and friendly school. It is like that because your headteacher and staff are leading the school well. They care for you well and give you good support to enable you to learn and enjoy your lessons. They make sure that you understand how to look after yourselves and keep safe and you do this well. You told us that you really like your school and there are lots of things to do and enjoy. We agree with you. Your behaviour is good. You work hard and try to succeed in all that you do. Well done!

We have asked your school to do two things to make it even better:

Arrange for more opportunities for the youngest children to work and play outside the classroom.

Give your teachers more opportunities to observe each other teaching so that they can help you to do even better.

I wish you well in your future education.

Yours faithfully

Clive Lewis

Lead Inspector

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