

# Cawston Voluntary Controlled Primary School

## Inspection report

---

<b>Unique Reference Number</b>	121031
<b>Local Authority</b>	Norfolk
<b>Inspection number</b>	339837
<b>Inspection dates</b>	17–18 May 2010
<b>Reporting inspector</b>	Sue Aldridge

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

---

<b>Type of school</b>	Primary
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	146
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Melanie White
<b>Headteacher</b>	Kay Swann
<b>Date of previous school inspection</b>	4 December 2006
<b>School address</b>	Aylsham Road Cawston Norwich
<b>Telephone number</b>	01603 871249
<b>Fax number</b>	01603 871249
<b>Email address</b>	head@cawston-pri.norfolk.sch.uk

---

<b>Age group</b>	4–11
<b>Inspection dates</b>	17–18 May 2010
<b>Inspection number</b>	339837

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

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.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 08456 404045, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the documentation in any way.

Royal Exchange Buildings  
St Ann's Square  
Manchester M2 7LA

T: 08456 404045

Textphone: 0161 618 8524

E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)

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

© Crown copyright 2010

## Introduction

This inspection was carried out by two additional inspectors, who observed eight lessons. Altogether, six different teachers were seen. Meetings were held with pupils, staff, and governors. Inspectors observed the school's work, and looked at the school's policies and procedures for safeguarding, data and analysis of pupils' progress, curriculum planning and evidence of work done by pupils in the past and during the inspection. They visited the breakfast and after-school clubs and reviewed case studies of some pupils who receive additional support. Inspectors looked at 64 questionnaires returned by parents and carers.

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

- how successfully the school has accelerated progress in mathematics, particularly for the most able pupils
- how successfully the school develops pupils' awareness of multi-cultural diversity in Great Britain, their tolerance and respect for other cultures
- how effectively curriculum leaders have been involved in developments since the last inspection.

## Information about the school

Cawston VC Primary is smaller than most similar schools. It serves Cawston village and surrounding areas. The great majority of pupils are White British. The proportion known to be eligible for free school meals is below average. There is a higher-than-average proportion of pupils with special educational needs and/or disabilities. Five pupils have a statement of special educational needs, which is a higher percentage than that found nationally. In some classes, the proportion with special educational needs and/or disabilities is very high, such as in Year 6, where it is 50%. The percentage leaving school or arriving other than at the usual times is higher than that usually found. Pupils are grouped in mixed-age classes, including a Reception and Year 1 class and a Year 2 and 3 class. Pupils under age five attend part-time in the Reception year for the Autumn term. There was a change of headteacher in September 2008. The school's work has been recognised by several awards, including the National Healthy Schools Award, International School Award and Eco Schools Green Flag Status.

**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

Cawston Voluntary Controlled Primary school makes good provision for all of its pupils and is successful in achieving good outcomes for them. The pupils enjoy school very much and talk enthusiastically about the wide range of activities inside and out of the classroom. Most attend well and the school has been successful in reducing persistent absence in recent years. However, it is still an issue for a small number of families and so the overall attendance figure is broadly average.

Pupils achieve well. They make good progress from their generally low starting points because teaching and learning are good. The great majority of teaching is good or better and it is never less than satisfactory. On the small number of occasions when learning and progress are satisfactory rather than good, the teacher's explanations are rather long and so pupils do not complete the tasks set. Occasionally, the most-able pupils are given work that that does not present a strong challenge. Standards by Year 6 fluctuate, as cohorts are small, but have been average in most recent years and were high in 2008. Pupils usually reach high standards in reading and in information and communication technology (ICT). This year, as predicted, standards in English and mathematics are lower in Year 6 because pupils in this group had much lower starting points. In other year groups, standards are broadly average.

Children have a good start in the Reception year and they make good progress towards the goals in each area of learning. The provision here has many strong features and it is good. Language development is encouraged very effectively in teacher-led sessions and children keenly contribute their news and spontaneously make observations and ask questions. However, occasionally, teaching assistants miss opportunities to encourage the development of children's vocabulary. The school has successfully accelerated the progress that pupils make in mathematics and writing and increased the proportion of pupils that reach the higher level (Level 5) by Year 6. However, the school's ambitious plans for improving mathematics have not been fully realised because of several changes in subject leadership and so the subject remains a focus for development. Writing standards have been improved well by introducing more opportunities for speaking, including drama. Handwriting skills are mostly carefully taught, although currently this is satisfactory rather than good in the mixed Year 1 and 2 class. The high proportion of pupils with special educational needs and/or disabilities make good progress because their needs are met well in classes; they are well supported by skilled teaching assistants and they benefit from a good range of additional programmes taught in small groups, which are effective in boosting their confidence and progress.

Pupils learn well how to lead a healthy lifestyle and they take part in many physical activities during and after the school day. They are fit and energetic, especially at

**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

playtimes. Behaviour is good and pupils get on well with one another. They say that bullying is rare and that Cawston is a 'telling' school. As a result, almost all pupils feel safe at school. All learn to be responsible young citizens. There are many ways in which they willingly contribute at school, as play leaders, school councillors and buddies to younger children, for instance. They also play their part in the local community and develop a good awareness of their place in the international community. They raise funds for charities and learn about life in the third world through links to a school in Malawi.

There has been good improvement since the last inspection, when the school's effectiveness was judged to be satisfactory. All the key issues have been acted upon well. For instance, staff now play a full part in leading and managing subject development. Governors are effectively involved in contributing to the direction the school takes; they challenge and support equally well and contribute strongly to school evaluation, which is accurate and successful in identifying the school's strengths and weaknesses. As a result, there is good capacity to improve further.

**What does the school need to do to improve further?**

- Accelerate progress further, particularly in mathematics and writing, by
  - teaching handwriting skills consistently well in all classes
  - ensuring that pupils learn at a good pace in all lessons
  - providing the most-able pupils with the greatest possible challenge in all lessons
  - providing continuity of subject leadership in mathematics so that plans can be fully implemented
  - improving attendance.
- Strengthen the provision in the Early Years Foundation Stage by
  - providing training for relatively inexperienced staff
  - ensuring that all staff support children's learning equally well.

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

Pupils' high achievements result from their good learning and progress in lessons, as well as their enjoyment. In the Reception year, children are interested and curious; the most confident ones ask as well as answer questions. Some make observations without being prompted, such as remarking that a compound leaf 'looks like a ladder'. By the end of the Reception year, children need no encouragement to make choices and they follow routines well. Pupils are well behaved in lessons. They learn early how to be good listeners and there is rarely any talking that is not part of the learning process. They work individually and co-operate well in pairs or small groups to complete tasks set. For example, Year 2 pupils who were adding animations to their PowerPoint slides made decisions together and took turns sensibly and well. They were delighted with some of

**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

the effects, such as spinning text. Pupils are well engaged and productive throughout lessons; they remain on task and so they achieve well in the time allocated. Pupils in Year 6 showed interest in one another's solutions to problems in mathematics and actively listened as these were explained. As a result they were able to learn from one another. Because pupils are quick to respond to adults' directions, no time is lost in moving from one activity to the next. Pupils with special educational needs and/or disabilities are not over-reliant on adults who support them. When prompted, these pupils think hard, persevere and try to work things out themselves. Almost all work is well presented, although some untidy handwriting in the Years 1 and 2 class detracts from pupils' otherwise good efforts. There is no evidence to suggest that any group of pupils makes more or less progress than another.

Pupils' spiritual, moral, social and cultural development is good. There are plenty of opportunities for pupils to shine and to be rewarded for good work and effort, so they grow in confidence and self-esteem. They are proud to be members of the school community. The school's Christian values are emphasised well, particularly in assemblies, so pupils learn the value of qualities such as compassion. They reflect quietly on themes such as the meaning of 'being a neighbour'. This is further developed when they contribute in school by recycling, tidying up the grounds, planting and tending vegetables. Years 5 and 6 pupils enjoy residential school journeys where they are challenged by outdoor and adventurous activities. Lessons, themed days, visits and visitors provide many opportunities for pupils to learn about cultures and customs different to their own. As a result, pupils learn well about diversity and show tolerance and respect for differences. The rich variety of activities provided includes good opportunities for pupils to socialise, learn and play in mixed age groups. Older pupils have caring attitudes towards younger ones, which adds to the family atmosphere in the school. Older pupils learn to work in an enterprising way when they have stalls at school fairs or manage the healthy snack trolley. The average standards they reach in basic skills mean that they are adequately prepared for secondary schooling.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	3
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
<b>The extent to which pupils feel safe</b>	<b>2</b>

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

<b>Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate</b>	
Please turn to the glossary for a description of the grades and inspection terms	
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b> Taking into account: Pupils' attendance <sup>1</sup>	<b>3</b>
	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

### How effective is the provision?

Since the last inspection, subject leaders have revised the curriculum to reflect the most recent guidance, so that teaching is based on whole-school topics, to make learning meaningful and enjoyable. These topics are carefully planned to enable pupils of all ages to develop their knowledge, skills and understanding and provide good opportunities for them to develop their literacy, numeracy and ICT skills.

Staff have good working relationships with pupils and manage them well. Lesson planning is good in most lessons and it is implemented effectively. Staff use their accurate assessments, levels of support and resources to plan suitably demanding tasks to address individual needs. On a few occasions, tasks given to the most able are not challenging enough. Time is used effectively in the great majority of lessons, with slick changes from one activity to the next. When teaching is satisfactory rather than good, too much time is taken in explaining tasks and pupils do not have all the time they need to complete tasks. Pupils know what they are learning about and can talk with confidence about what is expected of them by the end of each lesson. Older pupils know their targets and younger ones know where to find them displayed. All know when they have reached their targets. Marking is regular and informative and pupils find it helpful in improving their work. The awarding of house points helps to motivate pupils too.

Learning is brought to life effectively during whole-school and class visits, as well as through visitors and themed days. Pupils recall these vividly and speak enthusiastically about them. In lessons, ICT is also used well to illustrate topics as well as present information. For a small school, there is a good range of extra-curricular clubs and activities, made possible by forging constructive partnerships with other schools and groups.

Pupils are well cared for. There are robust arrangements to assure pupils' safety. Partnerships secure additional support for those who need this, such as speech therapy. The school has worked effectively with the attendance team to reduce persistent absence which has been of considerable benefit to some individual pupils. Those who find it difficult to behave well all day have suitable targets to work towards and staff remind them of these in a timely way. The care provided in the breakfast and after-school clubs is good and pupils enjoy this aspect of school life, which is also

**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

appreciated by parents and carers. There is good support for pupils new to the school and for those going on to secondary schools. Pupils have a strong voice through the school council and this is influential in securing improvements.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	2
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

**How effective are leadership and management?**

The headteacher, staff and governors work well as a team. All contribute effectively to school improvement by monitoring and evaluating the school's work. This was not the case at the last inspection. Staff have several subject responsibilities each and a rolling programme of monitoring of teaching and learning that makes their workload manageable. Governors have recognised the importance of having an experienced mathematics coordinator and are due to interview for this post soon.

The school ensures that all pupils do equally well. Pupils' attainment and progress is carefully monitored and prompt action taken to support those who are making slower improvement than expected. Governors have a suitable single equality scheme and the publishing and reporting requirements are met.

Arrangements for safeguarding pupils are good. Governors check these regularly during their visits, when they also observe lessons. Staff are well trained in child protection and all requirements are met. Effective work with other agencies supports pupils needing additional help well and the curriculum provides good opportunities for pupils to learn about personal safety.

The school is very much at the heart of its village community. It provides a warm venue for worship during the winter, a base for groups such as the Scouts, and the headteacher contributes regularly to the parish magazine. Parental and carer views are sought and acted upon. Evaluation of the extended school's provision, which was very much led by governors, shows that family learning and the after-school club are much appreciated. There is a suitable plan for further developing community cohesion, including satisfying the requirements for the Full International School Status Award.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2



<b>Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate</b> Please turn to the glossary for a description of the grades and inspection terms	
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>2</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

### **Early Years Foundation Stage**

When children enter the Reception year, their levels of knowledge and skills are generally low, and in some cases very low. They soon settle, because staff are caring and work constructively with parents and carers; older pupils act as 'buddies' to new children. Accurate assessment is used well to plan children's learning and timetables are considered carefully in the light of children's needs. Organisation is good and routines soon become well known to the children. Children learn to make choices from a good range of appealing activities that develop knowledge and skills well across all areas of learning. The outdoor area and wider grounds are exploited well to encourage learning. Adults support children's learning effectively, although, occasionally, less experienced staff miss opportunities to encourage language development. Children are sensible and safety conscious. They know the importance of hygiene and healthy eating, for example that an apple makes a healthy snack between meals but it should be washed first. They learn to be responsible, including taking registers and representing their class on the school council. Children benefit socially from mixing with older children in the breakfast and after-school clubs. These settings comply with registration requirements. Good liaison between staff means that children achieve the targets set, such as being able to do up their coat. Ongoing assessment and records are good; they provide a clear picture of what children have achieved and what the next steps should be. Communication with parents and carers through home-school books supports learning well. Leadership and management are good. Self-evaluation is accurate and it correctly identifies what needs to be developed further.

**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

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

## Views of parents and carers

Of those parents and carers who responded to the questionnaire, a very large majority agreed with each of the statements. Parents and carers are unanimous that their children are safe in the school. Several wrote positive comments about the school, praising its caring and welcoming atmosphere, good communication with parents, and the range of ways in which children are rewarded for their good work and behaviour. Few expressed any concerns. A small number mentioned a recurring problem with head lice. Inspectors found that the school correctly follows guidance on this. A similarly small number were concerned about bullying. Inspectors found that this is not a feature of the school.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Cawston Voluntary Controlled Primary School 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 64 completed questionnaires by the end of the on-site inspection. In total, there are 146 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	37	58	21	33	4	6	0	0
The school keeps my child safe	41	64	23	36	0	0	0	0
The school informs me about my child's progress	30	47	32	50	2	3	0	0
My child is making enough progress at this school	30	47	32	50	0	0	0	0
The teaching is good at this school	31	48	30	47	2	3	0	0
The school helps me to support my child's learning	28	44	33	52	0	0	1	2
The school helps my child to have a healthy lifestyle	30	47	32	50	0	0	1	2
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)	26	41	29	45	1	2	1	2
The school meets my child's particular needs	27	42	34	53	2	3	1	2
The school deals effectively with unacceptable behaviour	27	42	30	47	4	6	2	3
The school takes account of my suggestions and concerns	23	36	36	56	2	3	1	2
The school is led and managed effectively	34	53	24	38	5	8	0	0
Overall, I am happy with my child's experience at this school	38	59	24	38	1	2	0	0

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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

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 is for the period 1 September to 31 December 2009 and is the most recently published data available (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

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"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
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.**



Wednesday 19 May 2010

Dear Pupils

Inspection of Cawston Voluntary Controlled Primary School, Norwich, NR10 4AY

Thank you for welcoming us to your school, especially those who gave up some playtime to talk about school. We enjoyed our visit. We found that the school has improved well since inspectors last visited. It is now a good school. You are making good progress in your work. It was pleasing to hear that almost all of you feel safe at school. You behave well and make healthy choices at school, eating and drinking sensibly and taking plenty of exercise. We were impressed by the number of different things you do to help out, taking responsibility, representing the school, and looking after the environment.

The teaching is good and you enjoy your lessons. The school provides many activities apart from lessons, and you said how much you like these too. The staff take good care of you all and work with others to help those who need some extra support, so they make good progress too. Most of your parents and carers are very pleased with the school too.

There are some things that need to be improved, so the staff and governors are going to make sure that;

- all pupils are taught handwriting skills well
- you have time in lessons to finish the work you are set
- the most-able pupils always have work that makes them think hard
- a teacher with skills in mathematics teaching joins the staff to help improve the subject
- attendance improves
- staff who work with young children have been trained to work with them
- all adults help the youngest children to learn well.

You can help by attending every day unless you are ill. We wish you well.

Yours sincerely

Sue Aldridge (on behalf of the inspection team)

Lead inspector

**Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 08456 404045, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).**