

# Scarning Voluntary Controlled Primary School

Inspection report

---

<b>Unique Reference Number</b>	121067
<b>Local Authority</b>	Norfolk
<b>Inspection number</b>	339853
<b>Inspection dates</b>	9–10 December 2009
<b>Reporting inspector</b>	Jill Bavin

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>	229
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Gail Kevern
<b>Headteacher</b>	Grahams Chambers
<b>Date of previous school inspection</b>	5 June 2007
<b>School address</b>	Dereham Road Scarning, Dereham Norfolk
<b>Telephone number</b>	01362 692665
<b>Fax number</b>	01362 692665
<b>Email address</b>	office@scarning.norfolk.sch.uk

---

<b>Age group</b>	4–11
<b>Inspection dates</b>	9–10 December 2009
<b>Inspection number</b>	339853

---

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 2009

## Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 10 lessons, and made a further six brief visits to classes. They held meetings with governors, staff, groups of pupils and parents. They observed the school's work, looked at pupils' books and looked at data showing pupils' progress, safeguarding procedures and policies, and the school's planning for future development. In addition, questionnaires returned by 77 parents, 79 pupils and 30 members of staff were analysed.

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

- what the school is doing to improve standards and achievement in writing
- what the school is doing to enthuse boys and challenge higher attaining pupils
- the impact of teachers' use of assessment, including the marking of pupils' work and the targets set for pupils
- the steps the school is taking to ensure staff share an understanding of how to promote further improvements.

## Information about the school

The school is about average in size. The vast majority of pupils are of White British heritage and live in the local village or nearby town. Very few pupils come from minority ethnic backgrounds and none is learning English as an additional language. There are fewer pupils with special educational needs and/or disabilities than is typical nationally, but the proportion with a statement of special educational needs is higher than average. Since the previous inspection, the school has experienced significant staff changes. The school has Healthy School status and the sports partnership award, Activemark.

There is pre-school provision on site but this is not managed by the school governing body and did not form part of this inspection.

**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?**

**3**

**The school's capacity for sustained improvement**

**3**

### Main findings

The school provides a satisfactory education for its pupils. The impact of the good quality care is evident in quite a few parents' comments about their child's personal development. They speak of the 'greatly improved behaviour' and 'tremendous progress in confidence' that the school generates in their children. In this safe and nurturing environment, pupils enjoy learning and feel safe. The overwhelming majority of pupils who completed questionnaires feel that adults in school care about them.

There are particular strengths in the variety of special events that enrich the curriculum, such as special history days and several sporting and drama events, which contribute to pupils' positive attitudes to learning. While pupils have a reasonable choice of roles of responsibility, school council members are not democratically elected by their peers and their relatively narrow remit is overly directed by adults, so their understanding of citizenship is limited. The curriculum reflects pupils' needs by placing a sound emphasis on developing literacy and numeracy skills. There are satisfactory opportunities to apply these skills in different subjects, and plans for more links between subjects are currently under review and are still being developed. While art extends pupils' understanding of culture beyond Europe, and religious education provides a satisfactory understanding of different faiths, opportunities for pupils to develop a good understanding of British cultural diversity are limited.

The school is emerging from a difficult period of significant staff change that has reduced the pace of school improvements until recently. As a consequence of improved teaching throughout the school, learning in lessons is now mostly good. This is enabling pupils to catch up on gaps in their knowledge or understanding from the past and is resulting in broadly average standards and satisfactory achievement in the subjects in which they take national tests. This is particularly noteworthy in science: standards rose dramatically in 2009, and work in Year 6 pupils' books indicates that these pupils are already working within the expected levels. These strengths contribute to the school's satisfactory capacity for further improvement. Teaching and learning are satisfactory overall; it is too soon for teaching to have secured good achievement over time, and teachers' expectations of pupils' written work are not always high enough. Too often, pupils' written work is brief and poorly presented, and opportunities to raise standards even further are missed. This is most significant in pupils' writing. The school's recent focus on giving pupils regular opportunities to articulate their ideas in preparation for writing is contributing to improved standards and achievement. However, this is not reinforced by consistently clear and high expectations of presentation and handwriting, nor are pupils encouraged enough to develop their ideas on paper.

Thorough systems for checking pupils' progress provide plenty of useful information for

**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

managers. The deputy headteacher analyses the information about progress in Key Stage 2 fully. This analysis informs teachers' planning and so contributes to school improvement, including higher standards and better achievement for pupils in Key Stage 2. The situation in Key Stage 1 is less clear. Information is gathered about each pupil's progress and the teaching team uses this effectively to plan for good learning in lessons at Key Stage 1, but there is no designated leader with overall responsibility for analysing how well the pupils are doing. This means that senior leaders and governors lack a clear strategic approach to raising standards and achievement further for younger pupils, despite good self-evaluation at Key Stage 2.

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

- Improve the quality and quantity of pupils' written work by ensuring that teaching strategies support consistently clear and high expectations of all pupils.
  - Extend pupils' personal and social skills by giving them more opportunities to understand citizenship and the cultural diversity of contemporary Britain.
  - Make more rigorous use of information about pupils' progress in Key Stage 1 by ensuring that there is a clear and formalised responsibility allocated for this.
- About 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

**Outcomes for individuals and groups of pupils****3**

Inspectors took particular interest in boys' achievement because test data for 2009 indicated that boys in this school did noticeably less well than boys nationally in English and science. However, lesson observations showed that boys are now doing as well as girls. This is also demonstrated by the school's progress data for Key Stage 2, which indicates this is now a typical picture. The gap between boys' and girls' attainment has narrowed and Year 6 boys are currently on track to achieve similar standards to boys nationally in English and science. Inspectors also focused on the more able pupils because this group did not do as well as their peers nationally in any tested subject in 2009. The school's information about pupils' progress indicates that learning is improving for this group; in observed lessons these pupils usually did as well as their peers. More pupils are on track to reach the higher Level 5 in most areas in 2010 than did in 2009. The very few minority ethnic pupils make similar progress to their peers. The school provides good support to pupils with special educational needs and/or disabilities so that they make good gains in learning. During the inspection, pupils benefited from participating fully in lessons in literacy, mathematics, science and information and communications technology (ICT). This was either because of skilful questioning from teachers or through the discrete support offered by teaching assistants. These strengths were exemplified by the thoughtful contributions made by a boy with special educational needs who shared his ideas about feelings in a personal and social education lesson about bullying.

**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

Pupils contribute to their learning effectively by behaving well in lessons. A small minority of pupils do not describe behaviour as good in school. In discussion with inspectors, pupils acknowledged that there is occasional 'silly' misbehaviour but most do not feel this undermines either their learning or enjoyment of school. Pupils have a good understanding of right and wrong and a growing understanding of issues concerning the welfare of the environment. Their enthusiasm for sporting activities and interest in growing vegetables demonstrates their clear understanding of how to make healthy choices. Pupils make a satisfactory contribution to the wider community, mostly through charity fund-raising. Pupils are satisfactorily prepared for life as future citizens. Their spiritual development, as seen in an appreciation of non-material values, and their cultural awareness are satisfactory.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account: Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	3
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>
<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>3</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>3</b>
Taking into account: Pupils' attendance <sup>1</sup>	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>3</b>

**How effective is the provision?**

Although teaching is satisfactory, inspectors saw several lessons where learning was good. In these lessons, good relationships between staff and pupils underpinned effective behaviour management. Good teamwork between teachers and teaching

<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.

**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

assistants enables plans to meet differing needs to be implemented effectively. Most lessons proceed at a good pace and teachers make good use of ICT to add interest for pupils. Outstanding teaching and learning were seen when all groups of pupils made excellent progress in a science lesson in Key Stage 2. Within half an hour, they reached a higher than expected level of understanding of the changing state of materials through heat or cold. Extremely effective strategies ensured higher attaining pupils were challenged fully by drawing molecular structures, and pupils who struggle with literacy skills used laptops that removed potential barriers to their scientific understanding. Nevertheless, evidence from pupils' books and work displayed around school indicates that too often teachers rely on worksheets as a learning strategy. This seldom challenges pupils, especially those who find learning relatively easy, and does little to improve the quality of their writing. A scrutiny of pupils' books showed that the quality of guidance, through teachers' marking, varies considerably.

Some good links are made between subjects to enhance pupils' learning. For example, pupils made good gains in computer skills, helped by their one-to-one access to computers in the new computer suite, and in their historical understanding when they devised presentations about Vikings. The school is in the process of reviewing its curriculum plans in order to give more opportunities for pupils to learn through thematic work. Pupils enjoy interesting projects, such as planning a cultural event, or involvement in a traffic-calming exercise. However, these tend to be one-off events because the school does not systematically plan to use the experience and sustain the benefit of such initiatives.

The positive views of several parents were summed up by one comment, that 'the school goes the extra mile' for potentially vulnerable pupils. The school can demonstrate how individual pupils make remarkable progress socially or emotionally, such as huge gains in communication skills. These successes arise from a strong commitment to pastoral care and well-targeted support based on close links with families and other professionals.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>3</b>
Taking into account: The use of assessment to support learning	3
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>3</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

**How effective are leadership and management?**

The vast majority of parents and pupils who returned questionnaires felt that the headteacher and senior staff are doing a good job. This reflects their views that Scarning is a caring and inclusive school where pupils have equal opportunities to

**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

participate and succeed. Several parents expressed their appreciation of the accessibility of the headteacher and teaching staff. The overwhelming majority feel well informed about their child's progress and well supported in helping with their child's learning. This is achieved through a variety of measures that include weekly newsletters, regular parent workshops and the headteacher's 'open door' policy. All safeguarding requirements are met and the checks on adults who have contact with pupils are securely in place.

The headteacher and deputy headteacher successfully lead a motivated staff team who want to secure school improvement. A strategic approach in determining how this is best achieved stems from the headteacher and deputy. Their focus in improving Key Stage 2 has meant that the strategic development of Key Stage 1 has slowed. Governors are supportive. More than half of them are relatively new to their roles and they are currently developing their understanding of the issues faced by the school. Several are visible around school, but procedures for rigorously monitoring how successfully the school promotes learning are still developing.

The promotion of community cohesion is satisfactory. The school recognises its responsibility in preparing its mostly White British pupils for ethnic and cultural diversity and is at an early stage in its plan to forge links with a school in Sheffield. The evaluation of different projects, such as the recent international links with other European countries, is more informal than systematic.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>3</b>
Taking into account: The leadership and management of teaching and learning	3
<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>3</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>3</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>3</b>
<b>The effectiveness of safeguarding procedures</b>	<b>3</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>3</b>

**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

This is satisfactory and recently improving provision. While individual children and year groups vary, most typically children join the school with expected levels of skill and understanding for their age. They make good progress in social and emotional development and satisfactory progress in all other areas of learning. When they join Year 1 their personal and social development is stronger than generally expected for their age and they are reaching broadly expected levels in other key areas.

During the inspection, good teaching and learning were observed. This term, effective leadership has helped staff develop a good system for recording what children can do, along with their individual interests and needs. Consequently, even when children are working at an activity of their choice, supporting adults often frame their questions and comments to suit an individual child's needs well. It is too soon for the full impact of this recent good practice to be seen in children's achievements. Parents appreciate the information they are now receiving through the 'learning stories' and also the care that is taken to ease their children successfully into school routines.

Children have good access to a range of interesting and suitable activities both indoors and outside, although plans to increase the children's opportunities to make their own choices are at an early stage. Nevertheless, activities successfully encourage children's independent exploration and discovery, and support good levels of concentration and perseverance. Most importantly, the children challenge themselves, whether they are experimenting with weight and balance on a raised beam outside, or struggling to join paper to wrap presents or make hats in 'Santa's workshop'.

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

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>3</b>
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 overwhelming majority of parent responses indicated that they are happy with the school. A few parents expressed concern about how well behaviour is managed. During the inspection, behaviour was managed well. Almost all parents are very appreciative of the school's leadership and the extent to which they feel their children are safe. They are very pleased with teaching and their children's progress.

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

Ofsted invited all the registered parents and carers of pupils registered at Scarning 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 77 completed questionnaires by the end of the on-site inspection. In total, there are 229 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	46	60	28	36	3	4	0	0
The school keeps my child safe	46	61	29	38	1	1	0	0
The school informs me about my child's progress	46	60	30	39	1	1	0	0
My child is making enough progress at this school	42	55	31	40	3	4	1	1
The teaching is good at this school	43	57	32	42	1	1	0	0
The school helps me to support my child's learning	38	51	36	48	1	1	0	0
The school helps my child to have a healthy lifestyle	38	49	37	48	2	3	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)	40	53	32	43	3	4	0	0
The school meets my child's particular needs	42	55	30	39	5	6	0	0
The school deals effectively with unacceptable behaviour	32	42	35	46	8	11	1	1
The school takes account of my suggestions and concerns	37	49	37	49	2	3	0	0
The school is led and managed effectively	38	51	36	48	1	1	0	0
Overall, I am happy with my child's experience at this school	49	64	27	35	1	1	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 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"> <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.**



11 December 2009

Dear Pupils

Inspection of Scarning Voluntary Controlled Primary School, Scarning, NR19 2PW

Thank you for all your help when we visited your school just before Christmas. A special thank you goes to the members of the school council who met my colleague, and to the pupils who spent time showing their work to me.

We are pleased that you are making the progress you should be making in English, mathematics and science. We agree with you and your parents that staff care about you and keep you safe. It was good to hear how much you enjoy school, especially the special events such as performances or sports competitions. We were pleased to see how well you usually behave in lessons, in assemblies and around school. You know a lot about keeping safe, fit and healthy, which is really important for your well-being.

To help your school become even better, we have asked your headteacher and teachers to do three things. First, we have asked them to make sure you always understand just how neat and careful you must be when you are writing in your books, and to make sure you try really hard to produce even more work. This will help you share even more of your ideas when you are writing. You told us that the adults make more decisions about the school council than you do. We have asked them to give you more opportunities to make choices and decisions about what happens in your school as well more chances to understand other communities in Britain that are different from Scarning. The headteacher and deputy have been keeping a very close eye on how well everyone is doing between Years 3 and 6. We have asked them to make sure that someone keeps an equally close eye on how well children in Years 1 and 2 are doing.

You can help by continuing to try really hard, especially when you are writing in your books, whatever the subject.

We wish you every success in the future.

Yours sincerely

Jill Bavin

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).**