

Neatishead Church of England Primary School

Inspection report

Unique Reference Number	121090
Local Authority	Norfolk
Inspection number	339863
Inspection dates	10–11 March 2010
Reporting inspector	Norma Ball

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	43
Appropriate authority	The governing body
Chair	Reverend Sandra Ellison
Headteacher	Mr Brian Wigglesworth (Acting Headteacher)
Date of previous school inspection	13 September 2006
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Introduction

This inspection was carried out by one additional inspector. The inspector visited 10 lessons and saw three teachers. The majority of the inspector's time was given to looking at learning. The inspector met parents, informally, on the first morning of the inspection, held meetings with the headteacher, teaching staff, governors and pupils. The school's work was observed, including: samples of pupils' work, the school's systems for tracking progress and the numerical information derived, management and curriculum documentation, teachers' planning, safeguarding documentation, and 17 parental questionnaire returns.

The inspector reviewed many aspects of the school's work and looked in detail at the following:

- the effectiveness of the strategies used to improve pupils' achievement, especially in Key Stage 2
- the consistency of teaching, learning and progress across all classes
- how well information on pupils' prior attainment is used by teachers to plan lessons and promote good progress, especially for more-able pupils
- the quality of self-evaluation and the current impact of leadership and management at all levels on the progress made by pupils and the standards they attain.

Information about the school

Neatishead is much smaller than average, and the number of pupils has fallen in recent years. Almost all pupils are of White British heritage and a few pupils have English as an additional language. Fewer than average pupils are eligible for free school meals. The proportion with special educational needs and/or disabilities is larger than that found nationally and mainly includes pupils with moderate learning difficulties and emotional and behavioural needs. There are three mixed-age classes in the school and provision for the Early Years Foundation Stage in the Reception class which is shared with pupils from Year 1. The proportion of pupils joining the school at unusual times is greater than average. During the inspection, the school was led by the temporary acting headteacher, who has been appointed for one term until a permanent appointment is made. The Barton and Neatishead Pre-School shares the site, but is not managed by the governing body and is subject to a separate inspection. The school has gained Healthy Schools and Activemark awards.

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. The acting headteacher has quickly strengthened the positive drive for improvement in the school and strategies to promote better progress for pupils in their learning are carefully monitored to ensure they are effective. As a result, there are clear signs that the progress pupils make, particularly in writing and in mathematics, is improving. Pupils enjoy school as is shown by their good attendance. One said, 'I really love my school because everyone is kind to me.' The majority of parents are pleased with all that the school provides and especially that their children are well cared for. The school is a happy community in which each child is valued and relationships at all levels are good.

Children settle quickly and begin to enjoy learning in Reception because they are well cared for and happy. They enjoy the newly refurbished outdoor learning area, but it is not used to full potential to extend all areas of learning. Pupils' achievement is satisfactory throughout the school and attainment at the end of Year 6 is broadly average, although it has declined in recent years. The school is working hard to reverse this declining trend and there are signs that the strategies to improve pupils' achievement are showing signs of success. The number of pupils who leave and join the school at different times has increased. Those who join during the year tend to have significant learning or emotional needs and struggle to attain as well as their established classmates. Good induction arrangements enable them to settle well and make satisfactory progress.

Information on pupils' progress has improved, but it is not used consistently to plan lessons which challenge and accelerate the learning of all groups, especially the most able. Target-setting in literacy and numeracy has improved but targets are not a regular focus in lessons to remind pupils what they still need to learn. Marking is inconsistent and does not routinely identify how pupils can improve a piece of work to make better progress. Teaching is better in Years 5 and 6, but shows a lack of consistent improvement. Monitoring of teaching is not robust or coordinated across subjects because leadership at this level is under-developed. Subject leaders, some very new to their responsibilities, are currently gaining skills and confidence. The curriculum has improved recently by the development of links between subjects, including good use of information and communication technology (ICT), to make learning more interesting. Staff and governors are united in their commitment to move the school forward. The acting headteacher is an inspirational force in consolidating learning initiatives and introducing improvements, such as better links with parents. The school's capacity to improve is satisfactory. Issues from the previous inspection have been satisfactorily addressed and, in particular, ICT provision has been improved and pupils have good

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opportunities to use it in lessons. Governors are supportive and are improving their skills so they are better placed to challenge the school more incisively. They recognise the importance of monitoring the school's work closely and to be effective partners to drive forward urgent improvements, as well as taking an active part in planning for future improvements.

What does the school need to do to improve further?

- Improve the quality and consistency of teaching, marking and assessment to accelerate pupils' progress by:
 - planning lessons that more closely match the next steps in pupils' learning, especially for the more able
 - ensuring pupils understand clearly from marking how a piece of work can be improved in literacy and numeracy
 - identifying succinct targets for pupils to help them move forward.
- Improve learning opportunities in the outdoor learning area in the Early Years Foundation Stage.
 - Ensure that leaders and managers at all levels focus sharply on monitoring, including of teaching, to consolidate improvements and contribute fully in determining the school's strategic direction.
- About 40% of the school's 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**

All groups of pupils make satisfactory progress throughout the school. Pupils settle quickly, show positive attitudes to learning and enjoy sharing ideas with their classmates. Behaviour is good because pupils want to learn. Initiatives to improve progress in literacy and numeracy, especially for newcomers and those who speak English as an additional language, are showing early signs of success. However, they are not yet fully effective in raising attainment to be above average. Pupils' current work and the school's tracking of performance indicate that better progress is inconsistent across year groups. It is better in Key Stage 1. Pupils with special educational needs and/or disabilities, many with low learning skills, make the same progress as their peers - with carefully planned support.

Pupils have affection for their school which is reinforced by the respect they show each other and all staff. They have a clear understanding of how to stay safe; they behave sensibly and show good awareness of the needs of others. The Activemark and Healthy Schools awards illustrate their awareness of what makes for a healthy lifestyle. Pupils' spiritual, moral, social and cultural development is satisfactory. Pupils know what is right and what is wrong, show enthusiasm for learning but their understanding of cultural diversity is limited. They behave well in lessons but a few can be over-excited during

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play. Pupils carry out an appropriate range of responsibilities in class and around the school with pride and efficiency. They are enthusiastic in their support of village events and through fundraising activities show developing concern for the needs of others beyond their own community. During the inspection pupils pointed with pride to pictures of Victory Hall in the village, for which they had helped to raise funds. The satisfactory standards that pupils attain and their personal development ensure they are soundly prepared for the next stage of their education

These are the grades for pupils' outcomes

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

How effective is the provision?

Teachers' classroom displays create a stimulating learning environment and a good learning ethos in lessons. Their subject knowledge is generally good and makes learning objectives clear. Teachers are gaining confidence in tracking pupils' progress but make inconsistent use of this information to plan lessons that meet pupils' different needs. The same work is occasionally given to pupils of different ages and abilities, limiting progress, especially that of pupils of higher ability who are not always stretched. Targets are set in numeracy and literacy, but the quality of and regular focus on targets is too

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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variable across classes. Targets are used better in Years 2 to 4 where they are having a discernable impact on progress because pupils are more fully involved in their learning. Pupils' work is marked regularly and praise is given. The use of evaluative comment is inconsistent in helping pupils recognise how work can be improved. Marking is better in literacy than in numeracy. Teaching assistants are appropriately deployed and provide satisfactory support for pupils with special educational needs and/or disabilities.

The use of ICT has improved and is well integrated into lessons. Strategies to improve attainment in literacy and numeracy are becoming more firmly embedded. For instance, opportunities for creative writing, support for reading and reinforcing of mental calculations are helpful to progress, especially in Key Stage 2. Links across subjects make learning fun and inspire pupils in class-work and in independent research using ICT. For example, pupils in Years 2 to 4 explored many aspects of life during the Second World War - including what it was like to be in an Anderson shelter, to be evacuated, and to live on rationed food. Learning is extended by several clubs, visits and visitors who help to bring learning alive.

All staff provide good the care for pupils and as a result pupils are confident to confide their concerns and share problems. The good care provided in school is extended through a well-developed network of local support, including good links with staff in local secondary schools to help the pupils' transition at the end of Year 6.

These are the grades for the quality of provision

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

How effective are leadership and management?

In a very short time, the acting headteacher has established clear and incisive leadership, reinforced and strengthened the monitoring of learning and progress and helped to strengthen the focus on improving attainment. Target-setting is now shared with parents, who receive interim progress reports. Deficiencies remain at subject level. Community cohesion is satisfactory. The school is well involved in local events and takes an active part in village life. Pupils are helped to develop an appreciation of their future role as citizens, not only in their local community, but beyond. Some international links have been forged, but senior leaders and managers are aware that not enough work has been done to enhance pupils' awareness of the richness and diversity of the United Kingdom community.

Pupils are treated fairly and equally but the school accepts that pupils of higher ability should be helped to make better progress. All safeguarding requirements are met.

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Policies are now becoming subject to regular review and senior staff have begun undertaking additional training for their responsibilities.

These are the grades for leadership and management

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

Early Years Foundation Stage

Children enter Reception with most skills and abilities similar to those of children of the same age nationally, but they are weaker in aspects of numeracy and creative development. Staff help children settle quickly and encourage them to become independent, to share with others, and to express themselves clearly. A sound range of planned activities ensures that children make satisfactory progress across the six areas of learning, with good progress in their speaking skills and social and emotional development. The outside learning area has improved and has good adventure equipment, including a very popular pirate ship. Two children sharing an adventure were deeply absorbed in their imaginative game as pirates, steering the ship, shaking the sail and telling their classmates, 'We're pirates and we're sailing far away.'

Resources in the outdoor learning area contribute well to imaginative play. Opportunities are missed to develop children's learning fully in the outdoor area through carefully planned adult-directed activities as well as through the subtle intervention of staff in children's own games. Staff recognise this is an area for improvement. The staff work as a happy, cooperative team and leadership and management are satisfactory. Within the classroom, learning in small groups is managed well by staff and children's development is promoted satisfactorily. Their development is tracked regularly and findings used to keep parents informed of their children's progress.

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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

A large majority of parents who responded to the questionnaire or spoke to the inspector are pleased with the school. They value the fact that their children like school, are safe and helped to have a healthy life-style. The inspector fully endorses these views. A small minority of parents express some concerns about the progress made by their children. Inspection evidence indicates that the strategies put in place by the school to improve pupils' progress and attainment are beginning to have an impact.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Neatishead Church of England 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 17 completed questionnaires by the end of the on-site inspection. In total, there are 43 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	10	67	5	33	0	0	0	0
The school keeps my child safe	11	73	4	27	0	0	0	0
The school informs me about my child's progress	8	53	3	20	4	27	0	0
My child is making enough progress at this school	6	40	6	40	3	20	0	0
The teaching is good at this school	6	40	7	47	2	13	0	0
The school helps me to support my child's learning	7	47	6	40	2	13	0	0
The school helps my child to have a healthy lifestyle	9	60	6	40	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	33	4	27	2	13	0	0
The school meets my child's particular needs	6	40	7	47	2	13	0	0
The school deals effectively with unacceptable behaviour	6	40	7	47	2	13	0	0
The school takes account of my suggestions and concerns	5	33	6	40	2	13	0	0
The school is led and managed effectively	6	40	6	40	1	7	0	0
Overall, I am happy with my child's experience at this school	8	53	7	47	0	0	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"> ■ 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.



12 March 2010

Dear Pupils

Inspection of Neatishead Church of England Primary School, Norwich, NR12 8XN

Thank you for the warm welcome you gave me when I visited your school and for the questionnaires that you completed. I really enjoyed talking to you about your work and how much you like your school. This letter tells you what I found out.

Adults take good care of you so you feel safe. You behave well and care for each other. You told me that you enjoy taking part in making your school a happy place and you are proud to take on responsibilities, such as school councillors and monitors. You gave me some good examples of the exciting things you do in school, especially your topic work. I thought your models of air-raid shelters in your Second World War topic work were very exciting. Your headteacher, who is with your for this term, leads your school well and is working hard with the rest of the staff to help you do the best you can.

I think that Neatishead is a satisfactory school. This means that it does some things well, but also needs to make some things better.

I have asked your teachers to make sure they use what they know about how well you are doing to plan lessons that give you work that is not too easy or too difficult. I want you all to be challenged to do the best you can - especially those of you who learn quickly. Your teachers should also make sure the targets you have in literacy and numeracy are clear and you make good use of them in class. I want your teachers to make it clear to you how you could improve when they mark your work.

I have asked that children in Reception use their outdoor-learning area even more so that they have a really good range of learning experiences.

Finally your headteacher, teachers and governors should all work very closely together to keep a close watch on all that is happening in your school and how well you are doing so they can plan carefully for the future and help you make even better progress.

You can help by working hard and always doing your best in school.

Yours sincerely

Norma Ball

Lead inspector

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