

Homefield VC C of E Primary School

Inspection report

Unique Reference Number	121097
Local Authority	Norfolk
Inspection number	339867
Inspection dates	15–16 October 2009
Reporting inspector	Colin Henderson

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	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	207
Appropriate authority	The governing body
Chair	Mr Jonathon Earle
Headteacher	Mrs Elizabeth Davis
Date of previous school inspection	8 March 2008
School address	Homefield Avenue Bradwell Great Yarmouth
Telephone number	01493 661691
Fax number	01493 444686
Email address	office@homefield.norfolk.sch.uk

Age group	3–11
Inspection dates	15–16 October 2009
Inspection number	339867

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.

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

W: www.ofsted.gov.uk

© Crown copyright 2009

Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 10 lessons, and held meetings with governors, staff, groups of pupils and parents. They observed the school's work, and looked at a wide range of documentation and 63 parental, 59 pupil and 5 teacher questionnaires.

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

- whether pupils in Key Stage 2 achieve well enough and whether standards in mathematics are improving, especially for girls
- how well teachers promote the achievement of more able pupils and the older pupils at Key Stage 2
- how the school is developing the curriculum to meet the learning needs of pupils as they move from one year to the next
- the direction being given by the school's leader and managers to prepare for its next stage of development and its capacity to improve.

Information about the school

This average-sized primary school has Early Years Foundation Stage provision in the Nursery and Reception class. Most pupils come from the local area, from a broad range of backgrounds, although the proportion taking a free school meal is below average. Only a small number of pupils are from minority ethnic backgrounds and a very small percentage speak English as an additional language. The proportion of pupils with special educational needs and/or disabilities, including those with a specific statement of need, is broadly average. Following the reorganisation of local schools after the last inspection, the school became a primary school. Parents have a choice of schools at the end of Year 2 and, as a result, there are reduced pupil numbers in Years 3 to 5. The school is phasing in older pupils into Key Stage 2 year by year to achieve its full age range by September 2010. The school offers a breakfast club and an after-school club. It has received the Healthy Norfolk Schools Award, Sports Activemark and is a partner in the local high school's sports initiative.

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

Homefield Primary is a happy and effective school. Parents and pupils value the caring, Christian ethos as reflected in such comments as 'we are very happy with the great care that they give to our child'. Pupils achieve well because of the good teaching and their positive approach to work. They are eager to succeed and enjoy the interesting range of learning activities. The school is beginning to develop a more creative curriculum to meet the learning needs of the older pupils as they move from one year to the next. At present, many topics are in the early stages of development and there are insufficient opportunities for pupils to apply and extend their key basic skills across the curriculum. Pupils have a good understanding of how to keep themselves healthy and safe. They make very positive contributions to the school and local communities and are clearly proud of their school. Their behaviour is good. Pupils are well-mannered and care for each other. Their attendance is satisfactory and improving because of the school's increased focus on encouraging parents to avoid term-time holidays. The good pastoral care ensures that pupils' needs are met well. Staff and pupils benefit from the effective links with other agencies and the work of the pastoral mentor to provide support and guidance.

Children join the Early Years Foundation Stage with skills and abilities that are similar to those expected nationally for their age. Progress is good as a result of good teaching and, by the end of Year 2, pupils attain standards that are the above national average. Standards attained by the smaller numbers of pupils in Key Stage 2 are broadly average. Staff keep detailed assessments of the attainment of individuals and groups of pupils. They use these tracking procedures effectively to help each pupil make good progress and to target any who are not achieving as well as expected. They ensure that the right support is given to enable them to continue to progress well, particularly pupils with special educational needs and/or disabilities. This helps the school to be successful in promoting equal opportunities and enables every pupil to thrive. For example, a strong focus on girls' attainment in mathematics, after a dip in performance was noted, has led to improved results and greater confidence. In contrast, there are inconsistencies in teachers' marking and in the setting of personal targets to help pupils raise the standard of their work. As a result, pupils do not always know what they need to do next to improve.

The current period of change is being led and managed successfully through the purposeful leadership of the headteacher, supported effectively by a good staff team and an active and influential governing body. A well focused school development plan, informed by accurate self-evaluation, provides a clear direction to the work of the school. Effective evaluation of teaching maintains a good standard. Teachers provide

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

interesting activities and manage their classes well to ensure pupils remain attentive and focused on their learning.

Homefield has good links with other local schools, which it uses successfully to promote a broader range of curriculum and sporting opportunities for the pupils. This close cooperation has helped the school to prepare carefully for its change in status. Effective leadership and management are enabling the school to maintain a good quality education and sustain pupils' achievement. Accurate self-evaluation gives a clear direction and means that the school has good capacity to improve further.

What does the school need to do to improve further?

- By the end of the current school year:
 - establish more consistently effective processes for marking so that pupils are clear about what they have achieved and know how to improve their work
 - develop targets for pupils so that they know and understand their specific areas for improvement.
- Enhance the curriculum to provide more opportunities for pupils, particularly in Key Stage 2, to apply their basic skills in a broader range of subjects.

Outcomes for individuals and groups of pupils

2

In most lessons observed, pupils achieved well and enjoyed their learning because they found their lessons interesting and were keen to take part. For example, groups of pupils in Year 2 concentrated very carefully when making a sculpture of a ballerina. The very effective questioning by the teacher and the teaching assistants improved their observational skills. This helped them to improve their work and they were really pleased to achieve a high quality outcome.

The effective use of assessment data by senior managers has helped them to close the gap between the achievement of boys and girls in mathematics. Writing has also improved with more pupils attaining above average levels, although their skills are not always extended enough through other subjects. The very effective team approach between teachers and teaching assistants is particularly effective in supporting those pupils with special educational needs and/or disabilities. Teachers match work closely to their differing needs so they make progress in line with their peers.

Pupils enjoy their learning and this is reflected in their improving attendance. They participate in a good range of sports and have a good understanding of healthy eating. The school council makes a valuable contribution to improving the school environment, for example, by changing the trim trail to provide greater challenge for older pupils. Pupils take on responsibility for monitoring energy use throughout the school and increasing the amount of re-cycling. Their understanding of the world of work is enhanced by their involvement in an enterprise initiative in which each class use a £50 grant to find different ways, such as donkey rides and jam making, of making a profit. Pupils' spiritual, moral, social and cultural development is good and upholds the school's

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

values well.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account: Pupils' attainment ¹	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
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	2
Taking into account: Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Teachers plan carefully to meet the range of pupils' needs. Some make good use of resources, such as the interactive whiteboard, to capture pupils' interest and stimulate learning. Where lessons are satisfactory, the pace is slower and too teacher-directed. Teachers make good use of 'talking partners' to encourage pupils to contribute their ideas, although few use these opportunities to encourage pupils to evaluate their own work or that of their partner. Teachers mark pupils' work diligently, although they do not always show clearly what needs to be done to raise the standard. As a result, pupils do not have a clear understanding of their level of attainment, for example, in English, or know how they can make it better.

The curriculum offers a good range of interesting activities and is enhanced well by visits, visitors and extra-curricular clubs. A good range of topics is being developed, linking various subjects, to meet the learning needs of the older pupils at Key Stage 2 and allow them to learn in a variety of ways. The planning does not clearly identify how

¹ 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

each topic will develop such key skills as literacy, numeracy and information and communication technology. This does not ensure that pupils will extend these skills and promote higher standards. Otherwise, the curriculum meets the personal and academic needs of different pupils well. Those who attend the breakfast and after-school clubs have a well organised range of activities.

The school provides a happy, caring and supportive environment. Pupils feel safe. They are confident to approach any adult if they have a concern, knowing that it will be dealt with effectively. Parents say that they appreciate the quality of care the school provides.

These are the grades for the quality of provision

The quality of teaching	2
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	2
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The headteacher and deputy headteacher work well together to evaluate the school's work and plan for its further development. Subject leaders check carefully in their areas of responsibility to identify key aspects that require development. They are not yet involved sufficiently in establishing consistent monitoring of target setting and marking processes. This restricts aspects of pupils' progress. Staff are supported well by knowledgeable and active governors who are closely involved in strategically planning for the school's development. Their vigilance in targeting finances at key areas for development achieves good value for money. The quality of teaching is monitored effectively by the headteacher and other key staff, and clear points for improvement are shared with colleagues.

The school has good links with parents which contribute successfully to their children's learning - a mathematics workshop encouraged parents' involvement by giving them a clearer understanding of how the subject is taught. The school reaches out effectively to the local community and establishes good partnership with such organisations as the Burgh Castle Marina and the local parish church. Its involvement in the Lynn Grove cluster of schools helps to support and develop staff and provides further learning and sporting opportunities for pupils. The school promotes community cohesion satisfactorily. Pupils identify strongly with their school and local communities. Their understanding of the wider, global community is promoted through initiatives such as the musical outreach programme, for example, through samba music. The school plans to improve pupils' awareness of a broader range of cultures and communities within the United Kingdom and in the wider world.

All safeguarding procedures are carried out effectively. Staff and pupils say they feel

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

safe and secure in school.

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

Children settle quickly and happily into the caring environment of the Early Years Foundation Stage because of the good induction process, involving home visits, which is valued highly by parents. Their use of a 'home book' helps children to feel valued and they enjoy sharing their ideas with adults and one another. Good teaching ensures that their needs are met well in both the Nursery and Reception classes. There is a good mix of adult-led and child-initiated activities. Children behave well and enjoy playing together because personal and social skills are promoted particularly successfully. They enjoy taking responsibility, for example, when acting as 'helpers' in the Reception class. A particular focus on sounds and letters in Reception helps children to make good progress in their communication, language and literacy skills. Opportunities for children to use the excellent outdoor provision to develop their skills in all six required areas of learning are not consistently established. The Reception class and Nursery teachers work well together to manage the provision effectively. They maintain on-going assessments to carefully track children's progress and, in close cooperation with the headteacher, identify and support any child not making expected progress.

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

Overall effectiveness of the Early Years Foundation Stage	2
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

Most parents who responded to the questionnaire were very positive about the school. Many value its friendly, caring, Christian ethos which help their children to feel safe and enjoy school. Parents are pleased with the quality of teaching and feel that the school is being successful in changing to become an all age primary school. Parents feel strongly that their children are being well prepared for their future lives. Some parents were concerned about the behaviour of a small number of pupils, but most felt that the school had effective procedures for dealing with this. Inspection findings support parents' positive views.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Homefield VC C of E 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 63 completed questionnaires by the end of the on-site inspection. In total, there are 207 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	38	60	25	40	0	0	0	0
The school keeps my child safe	32	51	28	44	3	5	0	0
The school informs me about my child's progress	27	43	32	51	2	3	1	2
My child is making enough progress at this school	34	54	25	40	4	6	0	0
The teaching is good at this school	35	56	27	43	1	2	0	0
The school helps me to support my child's learning	27	43	33	52	2	3	0	0
The school helps my child to have a healthy lifestyle	33	42	26	41	4	6	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)	25	40	33	52	0	0	0	0
The school meets my child's particular needs	28	44	33	52	1	2	1	2
The school deals effectively with unacceptable behaviour	26	41	29	46	6	10	0	0
The school takes account of my suggestions and concerns	21	33	35	56	4	6	0	0
The school is led and managed effectively	25	40	34	54	4	6	0	0
Overall, I am happy with my child's experience at this school	33	49	33	49	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"> ■ 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.



19 October 2009

Dear Pupils

Inspection of Homefield VC C of E Primary School, Bradwell, NR31 8NS

Thank you for making us feel so welcome when we visited your school recently. We enjoyed talking to you about what you do in school, looking at your work and watching you learn. You clearly enjoy school and, together with your parents, you think that it is a good school. We agree with you.

We were pleased to see how well you get on together and you told us that you are proud of your school. Your behaviour is good and this means that teachers can get on with the job of helping you learn. It was interesting to talk to school councillors about how they are helping to improve the school, for example, by choosing the new trim trail. You told us that you learn a lot in school and enjoy a good range of activities, especially the many interesting club and trips. You are all making good progress in your lessons. This is because your teachers make lessons interesting and you try hard to do what they ask. Your headteacher and her staff are trying to help you learn as well as possible and are keeping careful checks on your progress, especially in English and mathematics. They plan carefully to help you improve your skills. We have asked them to provide more opportunities, particularly for the older pupils in Key Stage 2, to use these skills in a wider range of different subjects.

You are keen to try to achieve better. For some of you, teachers' marking contains suggestions of ways to improve your work. Some use the 'traffic light' pattern to show how well you have understood your learning. We have asked your headteacher and her staff to provide you with clearer, more consistent ways of helping you to know what you need to do to improve your work. We would encourage you to use these ways and try hard to make your work even better.

Thank you again for helping us to find out about your school and we hope that you will continue to be happy and to work hard.

Yours faithfully

Colin Henderson

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. If you would like Ofsted to send you a copy of the guidance, please telephone 08456 404045, or email enquiries@ofsted.gov.uk.