

Forncett St Peter Church of England Voluntary Aided Primary School

Inspection report

Unique Reference Number	121117
Local Authority	Norfolk
Inspection number	339870
Inspection dates	22–23 October 2009
Reporting inspector	June Woolhouse

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

Type of school	Primary
School category	Voluntary aided
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	83
Appropriate authority	The governing body
Chair	Mrs Sally-Ann Delf
Headteacher	Mrs Judith Jones
Date of previous school inspection	2 July 2007
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Introduction

This inspection was carried out by two additional inspectors. The inspectors visited nine lessons and held meetings with governors, staff, groups of parents and pupils. They observed the school's work, and looked at the school development plan, teachers' planning, school policies, governing body minutes, displays, photographs and pupil performance data. Questionnaires from 41 parents, 10 staff and 38 pupils were analysed.

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

- the levels of attainment and progress in mathematics and science in all classes to determine the effectiveness of teaching and learning
- the school's compliance with all aspects of safeguarding the children
- the effectiveness of leadership at all levels and its impact on pupils' learning in mathematics and science
- the use of assessment strategies and tracking of pupils' progress to inform planning for those with special educational needs and/or disabilities, more able pupils and boys at Key stage 1.

Information about the school

This is a smaller than average primary school serving a rural community. A number of children travel in from further afield. All pupils are taught in mixed-age classes. Few are eligible for free school meals and almost all are of White British heritage. The proportion of pupils with special educational needs and/or disabilities is average, the main needs being specific learning difficulties such as dyslexia and speech and language disorders. The headteacher was appointed in September 2009, following two terms support from an experienced local authority headteacher.

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

Inspection judgements

Overall effectiveness: how good is the school?

2

The school's capacity for sustained improvement

2

Main findings

Forncett St Peter is a good school. The sensitively promoted Christian ethos underpins all its work, resulting in considerate, thoughtful, confident pupils well-prepared for the next stage of their education. The school's values enable parents, carers and the whole community to be a natural part of its activities, adding another important dimension to pupils' experiences. Parents enthuse about the school, with one common viewpoint being expressed as "I can't think of a better place for my child to have been introduced to school life." Such comments are reflected in pupils' outstanding moral, spiritual, social and cultural development, what they say themselves and by the excellent attitudes and behaviour they show towards each other and adults.

Pupils' understanding and practice of healthy lifestyles and their contributions to the school and wider community are outstanding. One pupil wrote, "Overall, it is a lovely school and if anyone is to inspect here we should come out at the top, sparkling." Although the school has undergone three changes of leadership within a year, following the retirement of its long-standing headteacher, it is testament to the effectiveness of the governors that disruption was kept to a minimum. The new headteacher has taken on her role with flair, commitment and insight and has inspired the rest of the staff to redouble their efforts to improve the school further. There have been a number of important improvements since the last inspection, consolidating the hard work of successive school leaders at a time of significant challenge.

Children do, indeed, get off to a sparkling start in the Reception class where the deep understanding of the Early Years Foundation Stage teacher of how they learn and thrive, results in enthusiastic and joyful children. Although some children start with skills below those expected for their ages in speech and language, progress is outstanding and most achieve levels above what is expected by the end of the Reception Year. Numbers of pupils in each year group across the school are very small and this distorts the reliability of published assessments or test results. There has been a steady improvement in standards over the past four years. Year 2 pupils' attainment is now just above average, which represents good progress. Boys achieve as well as girls. Pupils start Key Stage 2 at levels expected for their ages, achieve well and reach standards that are above national averages by Year 6. In 2009 attainment improved in mathematics and science because of better teaching and assessment of learning. The more able pupils who were expected to achieve the higher levels in mathematics and science did so, a great improvement on the previous year.

Teaching is good overall but inconsistent across the school. There is some uncertainty about how to express precisely what will be learned and then to give pupils clear statements against which they can assess their own learning. Handwriting, spelling and

presentation are not consistently of good quality. The curriculum is broad and pupils benefit from skilful planning across a range of subjects which enables them to apply their literacy, numeracy, information and communication technology (ICT) and design skills well, for example in a topic on 'Under the ground'. Pupils are exceptionally well cared for, guided and supported in their learning and personal development. Leadership and management are good at all levels because there is a common focus on high achievement strengthened by very productive relationships amongst adults. The headteacher has correctly identified and addressed school priorities very quickly. The capacity to improve further is good because staff and governors are well-established and informed about the school's work and areas that need developing. Safeguarding procedures fully comply with legal requirements and pupils comment that they feel safe and have adults to talk to if the need arises.

What does the school need to do to improve further?

- Improve the consistency and quality of teaching and learning by:
 - explaining precisely what pupils will learn in each lesson
 - providing pupils with clear statements against which they can assess what they have learned
 - providing models of joined-up handwriting so that pupils improve their presentation skills
 - Implement a whole school policy for spelling and handwriting so that pupils understand the links between them and improve the presentation of their work.

Outcomes for individuals and groups of pupils

2

Attainment has improved since last year, especially in mathematics and science. The much improved tracking system shows that most pupils have made good progress, including those with special educational needs and/or disabilities. Pupils' achieve well by the end of Year 6, and results in mathematics and science improved because they applied their understanding to solving real life problems and did more practical science. Their speaking and listening skills are good because they are given daily opportunities to practise in lessons. Those who joined the school with speech and language problems make good progress and attain the expected levels because of the good support they receive.

Aspects of pupils' personal development are outstanding. They are very knowledgeable about being healthy through eating the right foods, taking vigorous exercise and understanding the dangers of particular drugs. They contribute to their community very well and this shows in the cooperative way they work together in class. They work harmoniously as a whole school when they perform to parents and friends, for example in the harvest festival celebrations in church. They demonstrate great concern for the well-being of younger children, including those in the Early Years Foundation Stage, who they support at playtimes. This demonstrates the family atmosphere which gives

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

confidence to the youngest children. They talk convincingly about feeling safe and that infrequent bullying is dealt with quickly. Pupils are proud to be on the school council and discharge their responsibilities with maturity and commitment. They are keen to describe their contributions to charities that support children in Africa and India and closer to home for the Night Shelter in Norwich. This also increases their understanding of communities well beyond their own. They greatly enjoy school performances and trips out. Attendance is good and has improved and very few pupils have absences from school.

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

How effective is the provision?

Teachers' planning takes account of the wide ability range in the mixed-age classes and for the most part lessons are interesting and enjoyable. Brisk introductions, clear explanations of tasks and probing questions lead to good progress in most classes. Pupils make quicker progress when they talk to each other, share ideas and solve problems together, for example when they were deciding the order of numbers in a Year 2 numeracy lesson. Older pupils benefit a great deal from using laptops to practise their

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

well-developed ICT skills when they represented groups of data in bar graphs. Progress slows when pupils are passive spectators of too many small groups showing their work at one time. Systems to track individual pupil's progress are good and those who require extra support are identified quickly. Teaching assistants are deployed well to work with these individuals or small groups. Marking is generally informative about what pupils need to improve but does not require a good enough standard of presentation, using well-formed handwriting and correct spellings.

The broad and rich curriculum, thoughtfully planned into topics, is enhanced with well chosen visits and a good range of sporting, musical, and artistic activities. Pupils talk enthusiastically about history, sport, French, art, science, design and technology and ICT as some of their favourite subjects. Outside agencies provide specialist tuition for sport and music. Pupils are well prepared to go to the next school and they are enthusiastic about clubs they attend including bell ringing, gardening, football, dance and choir.

The safety of all pupils is at the heart of the school's work and is demonstrated, for example, by child protection policies and procedures being fully in place. The most vulnerable children are very well managed and their needs quickly addressed so that they make good progress. Attendance has improved because it is rigorously monitored and absences are followed up immediately. Parents greatly appreciate the amount and quality of information they receive about their children.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	1

How effective are leadership and management?

The recently appointed headteacher has set a good agenda for improvement by consolidating the work of the interim headteacher. Raising standards further in mathematics, improving the accuracy of teachers' assessments and rigorously monitoring pupil progress each half term to provide extra support if necessary, are priorities that accurately reflect the school's needs. She has set a learning ethos for staff to increase leadership capacity and consolidate links with partner schools and other agencies. In addition, and well supported by the governors, further improvements to the accommodation and site mean that pupils have an increasingly attractive and welcoming learning environment. The school development plan is now clearly focused on improving the attainment and progress of all groups of pupils within a broad and rich curriculum. The school's involvement in a local cluster of schools, which involves collaboration and sharing of resources, as well as its partnerships with a range of outside agencies, are

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

increasing the accuracy of the school's own evaluations. The involvement of the local community and the activities that are organised through the school and church contribute to good levels of community cohesion. There are longstanding links through the sponsorship of children in Africa and India which broaden pupils' understanding of an inclusive and global community. Governors readily increase their knowledge of school matters through further training and know how to interpret pupils' test results to judge how successful their learning has been. Financial management is good and this has led to improvements in the building and learning resources, notably in ICT. Training in child protection and safeguarding children is comprehensive and up-to-date.

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	2
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Children enter the Reception class with skills typical of four-year-olds in most aspects but generally below average in speech and language. They make excellent progress because the activities they can choose, both inside and out-of-doors, are very well planned, stimulating and enhanced by attractive resources. Each child's needs are expertly addressed by the Early Years Foundation Stage leader. Children are encouraged to be independent and inquisitive. Adults support them very well to explore their surroundings and find out things for themselves. When one child wanted to know how many seeds were inside a pumpkin a well organised activity led naturally to the answer. Other children interested in solving this problem joined in enthusiastically and well-focused questions by adults, which enabled children to find the seeds, set them out and then count them, led to the answer of 243. Children are not constrained by too

much adult direction and this leads to a great deal of problem solving and investigating things that really interest them. Leadership and management are outstanding and adults work very effectively as a team. Parents and carers are fully involved before their children start school, instilling confidence in them and their children. Welfare arrangements are comprehensive and children's safety is paramount. On-going assessment, through continuous observation, provides clear records of progress and the means of planning accurately the next stages of learning. Attractive individual records of progress, including photographic evidence and examples of work, provide the school and parents with a thorough, on-going commentary. All children, including those with special educational needs and/or disabilities, thrive in this setting.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	1
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	1
The quality of provision in the Early Years Foundation Stage	1
The effectiveness of leadership and management of the Early Years Foundation Stage	1

Views of parents and carers

The vast majority of parents and carers are very enthusiastic about the school and the quality of education it gives their children. They appreciate very much how their children are cared for and supported. They are enthusiastic and appreciative of the work of the newly appointed headteacher and think she has taken the school forward without any delays, whilst at the same time consulting them about how they view the school. A couple of parents have questioned the problems caused by the new building works and safe access in the morning but the school has done all that is possible to both inform and guide parents and keep them up-to-date with progress. One parent commented on the lack of uniform, however, a recent school-based parent and carer survey revealed that although a few parents would welcome uniform, the overwhelming majority are happy with the current non-uniform policy. There is a school badge for those who want a common symbol, however. One parent wanted more support when their child changed schools. The headteacher has this matter in hand and it is being taken up again this term with coordinated input from the local secondary schools.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Forncett St Peter Church of England Voluntary aided 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 41 completed questionnaires by the end of the on-site inspection. In total, there are 83 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	24	59	14	34	1	2	0	0
The school keeps my child safe	34	83	7	17	0	0	0	0
The school informs me about my child's progress	23	56	17	41	0	0	0	0
My child is making enough progress at this school	22	54	19	46	0	0	0	0
The teaching is good at this school	29	71	12	29	0	0	0	0
The school helps me to support my child's learning	23	56	17	41	1	2	0	0
The school helps my child to have a healthy lifestyle	24	59	17	41	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)	18	44	22	54	1	2	0	0
The school meets my child's particular needs	19	46	22	54	0	0	0	0
The school deals effectively with unacceptable behaviour	25	61	16	39	0	0	0	0
The school takes account of my suggestions and concerns	26	63	15	37	0	0	0	0
The school is led and managed effectively	31	76	10	24	0	0	0	0
Overall, I am happy with my child's experience at this school	21	50	20	50	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.



24 October 2009

Dear Pupils

Inspection of Forncett St Peter CofE VA Primary School, Norwich, NR16 1LT

I am writing to tell you how much we enjoyed visiting your school. Thank you for helping me by telling me all sorts of things that you do in school. I really enjoyed going to church to be part of the harvest festival celebration and watching you perform your French play. What fantastic accents you have!

You are getting a good education, behave very well and take good care of each other. Your parents agree. You do a great deal to help other people and understand the different ways they lead their lives. This is an important matter as you get older and when you go to work. Your ICT skills are very good.

We found some things that need to be improved further - there is always something we can do better or learn more about. I have put them in a list for you and you can tick them off as you achieve them.

Please improve your spellings and handwriting and the presentation of your work. Your teachers will help you to do this.

Listen carefully to what you are going to learn in your lessons and then check whether you have understood everything. If not, talk to your teacher about what else you need to do. They will help you more often in some lessons.

I do hope you continue to enjoy your time at Forncett St Peter and appreciate the beautiful grounds in which your school is built. They are magnificent at this time of year and a sight many children, especially those who live in cities, rarely see.

Yours sincerely,

June Woolhouse

Lead Inspector

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