

# St Mary's Endowed Voluntary Aided Church of England Primary School

Inspection report

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<b>Unique Reference Number</b>	121125
<b>Local Authority</b>	Norfolk
<b>Inspection number</b>	339873
<b>Inspection dates</b>	4–5 May 2010
<b>Reporting inspector</b>	Krishan Sharma

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

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<b>Type of school</b>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	49
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Jenny Disbrey
<b>Headteacher</b>	Ben Moulton
<b>Date of previous school inspection</b>	28 November 2006
<b>School address</b>	Chapel Road Roughton Norfolk
<b>Telephone number</b>	01263 761368
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## Introduction

This inspection was carried out by one additional inspector. The inspector saw four teachers during seven classroom visits typically lasting between 20 to 30 minutes. Approximately 60% of the time was spent on looking at learning. Meetings were held with the Chair and vice-chair of the Governing Body, headteacher and a group of pupils. The inspector looked at some of the school's policies and procedures, pupils' written work and tracking data used to monitor pupils' progress. Twenty-one parental responses were analysed as well as those completed by Key Stage 2 pupils and staff.

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

- progress and attainment in mathematics in both key stages
- achievement of higher attaining pupils and the challenge provided for them in lessons
- provision in the Early Years Foundation Stage.

## Information about the school

All pupils come from a White British background. The proportion of those with special educational needs and/or disabilities is slightly below average. It is slightly above average for those with statements of special educational needs. The proportion of those entitled to free school meals is well below average. Provision for the Early Years Foundation Stage comprises a Reception cohort which is taught with Years 1 and 2 pupils.

The school holds an Activemark in sport, the Healthy School accreditation and an Artsmark award. The number on roll has declined significantly since the last inspection. The headteacher joined the school in September 2009.

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

## Inspection judgements

**Overall effectiveness: how good is the school?**

**3**

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

**3**

## Main findings

St Mary's Primary provides satisfactory education for its pupils. Pupils enjoy being at school and feel safe. They behave responsibly, both in and around the school. The headteacher and the new leadership of the governing body are determined to move the school forward. Together they have demonstrated a good capacity to be self-critical and have correctly identified key priorities for the school's future development. Since the last inspection the school has dealt with the issues satisfactorily and it has a satisfactory capacity to improve.

Self-evaluation is sound enough to give the school a general view of its strengths and weaknesses. Data collection and its analysis are emerging as strengths in self-evaluation and are used well in tracking pupils' progress. As a result, additional support for individual pupils is targeted well and ambitious targets for attainment are set. It is, however, insufficiently rigorous in some respects. Monitoring of teaching, particularly its impact on learning in lessons and over time in pupils' books, is less secure.

By the time pupils leave the school in Year 6, their attainment is broadly average and most of them make satisfactory progress from their starting points, which for many children are below the expected levels on entry to Reception. Attainment and progress are better in English than in mathematics, because teaching is consistently better for English. Pupils have insufficient opportunities to practise their basic skills across the curriculum. Their skills in explaining about what they have learnt are inconsistently promoted across the school.

The quality of teaching is satisfactory, including that in the Reception. In the better lessons, teaching has clarity and high expectations and provides appropriate challenge, including for the higher attaining pupils. When it is mainly satisfactory, the lessons are insufficiently focused on clear outcomes for pupils and teachers' oral comments on pupils' ongoing work are imprecise. Occasionally, marking of pupils' written work also reflects this lack of precision. The way pupils are taught to assess their own work varies across the school.

The curriculum is currently being reviewed to make it more interesting and relevant to all pupils' needs. The provision in the Early Years Foundation Stage is satisfactory but often provides insufficient challenge for the more able. Assessment of children's progress is not always well founded and accurate. This means its value in planning the next steps in their learning has been limited. The headteacher has responded promptly by having the most recent set of assessments in Reception moderated with professional support from the local authority.

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

- Improve pupils' progress, particularly in mathematics to raise their attainment in the basic skills across the school by:
  - providing greater opportunities for them to use and apply their skills across the curriculum and in a broader range of contexts
  - increasing challenge for those who are capable of undertaking more demanding work.
  - ensuring that they learn to explain what they are doing and how well they have done
- Raise the quality of teaching to at least good by:
  - focusing on the desired learning outcomes in lessons
  - assessing pupils' progress more precisely and communicating it clearly to pupils through marking and the ongoing oral feedback in lessons
  - monitoring rigorously the impact of teaching on pupils' learning through lesson observations and analysis of their written work.
- Improve provision in the Early Years Foundation Stage by:
  - ensuring accuracy in assessment of children's achievement in all areas of learning
  - improving the use of assessment to plan the next steps in children's learning
  - improving the quality of teaching so that all children are suitably challenged to achieve their best.
- 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

Most pupils are interested in their work and work hard. They are able to discuss what, and how well they are learning, with a varying degree of success. Most of them, including those with special educational needs and/or disabilities make steady progress. Occasionally, the higher attaining pupils make slower progress due to the lack of challenge in some lessons. The end of Key Stage 2 national test results have been broadly average over the last three years. Pupils' attainment is better in English than in mathematics, particularly at the end of Key Stage 2, because teaching is less secure in mathematics. Attainment, and the progress pupils make are inconsistent as they move through the school; progress picks up in the upper Key Stage 2 class due to stronger teaching.

In lessons and around the school, pupils' behaviour is orderly and contributes to their steady learning. During discussion with the inspector pupils confirmed that behaviour has improved because they know what is expected of them. Pupils say they feel safe at

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

school and are confident that adults would listen to their concerns. Most of them are aware of the need to stay healthy and are keen to participate in the physical activities offered to them. Pupils willingly take on responsibility for a range of jobs within the school and perform them with pride. They help others in the community by raising funds for good causes.

Sound achievement in the basic skills, their personal qualities and the average rate of attendance, prepare pupils satisfactorily for the next stage of their education. Pupils have a strong sense of right and wrong. They are able to reflect and look for deeper meaning behind their own and others' experiences. Their awareness of religions and cultures other than their own is steadily growing.

*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	3
<b>The extent to which pupils feel safe</b>	<b>3</b>
<b>Pupils' behaviour</b>	<b>3</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>3</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<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>2</b>

## How effective is the provision?

The successful common features in teaching include: clear intentions for pupils' learning, the effective deployment of teaching assistants to support targeted pupils and tasks that keep pupils engaged. At its best, pupils are left in no doubt about what they are expected to learn by the end of the lesson. This means when expectations are high and

<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.

all groups of pupils are challenged, particularly the higher attaining, progress made is good. The quality of questioning varies as does the assessment teachers make of pupils' responses. At its best, teachers are precise with their oral and written comments about the progress pupils make, but this good practice is inconsistently applied.

The curriculum satisfactorily promotes the development of pupils' basic skills. The cross-curricular use of literacy is common, but it is less strong in numeracy and information and communication technology. A planned programme of activities makes a sound contribution to the development of pupils' personal and social skills. External support contributes considerably to the school's provision for modern foreign languages, sport and environmental education. The enrichment curriculum provided by the school, including residential visits, adds to pupils' learning and enjoyment.

Sound pastoral care ensures that pupils feel safe and supported. Links with the pre-school group on the school premises and the secondary school are regular and help with the smooth transition to and from this school. The recently introduced intervention programmes are particularly aimed at, and suitably meet the needs of, pupils who need additional support. Attendance is beginning to improve and is now average as a result of the school continuing its resolute stand against persistent absentees and due to its promotion of good attendance.

*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>3</b>

## **How effective are leadership and management?**

The headteacher has quickly and correctly diagnosed the school's strengths and weaknesses. This analysis has led to the identification of priorities that matter most, which have the full backing of the governing body. Raising pupils' attainment in the basic skills and improving their personal qualities remain at the heart of all that the school does and intends to do. As a result, the school is beginning to show early gains on both fronts. The collection and analysis of data are now stronger and inform the monitoring of pupils' progress. As a result, the setting of targets is becoming realistic but challenging. The school's self-evaluation is sound enough to keep it regularly informed about its performance. Some aspects, such as observation of teaching and analysis of pupils' written work, are not as regular and robust as they need to be, particularly in evaluating the impact of teaching on learning.

Safeguarding procedures meet the requirements. The updated policies and suitable training have equipped all staff well to ensure that pupils' remain safe and secure. The

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school remains committed to tackling discrimination and to ensuring that all groups perform at least satisfactorily. The governing body is supportive of the school and knows its strengths and weaknesses. The recently established school improvement focus group is an indicator of their determination to move the school forward. Their serious engagement with the school is at an early stage of development and its impact is yet to be fully felt.

A range of partnerships, particularly in sports, modern foreign languages and with the National Trust, adds to pupils' enjoyment and extends their experiences. The school's contribution to community cohesion is satisfactory. Pupils are beginning to have a voice in the school community and the school recognises the need to extend their horizons further afield. The school enjoys positive relationships with its parents and carers.

*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>3</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**

Children make satisfactory progress from their starting points on entry to Reception, which are generally below those expected for their age. Most of them show interest and are content with the activities routinely planned for them, although opportunities to initiate ideas of their own are limited. They enjoy manipulating clay, mixing colours and making models. The access to the designated outdoor area was restricted during the inspection due to improvements currently being carried out. Children happily explore the natural environment in the school grounds and learn a broad range of skills. The teaching of phonics is sound and helps children link sounds to letters. Some of them are successfully using these skills in their writing.



Adults observe and regularly assess children at work and play. Mostly these observations describe, rather than analyse children's achievement. Few comments relate to children's lack of progress or reasons for it. This means the ongoing assessments made are, on occasions, incomplete and do not inform the next steps in children's learning as much as they should. From time to time, this lack of rigour leads to a generous view of children's performance. This shortcoming has been clearly identified and leadership and management have effectively tackled it through expert support from the local authority. Adults work well with parents and the adjoining pre-school provision.

*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

Nearly half of the parents and carers returned their questionnaires. A very large majority of parents who responded were positive about the school. Some parents commented on how the school had improved since the arrival of the current headteacher. Responses were most positive when they felt that the school meets their children's needs, keeps them safe and deals effectively with unacceptable behaviour. They were able to confirm that their children enjoyed being at school. The inspection findings support these views. However, the inspection findings also indicate that pupils' progress and the quality of teaching could be better.

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

Ofsted invited all the registered parents and carers of pupils registered at St Mary's Endowed Voluntary Aided 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 21 completed questionnaires by the end of the on-site inspection. In total, there are 49 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	11	52	9	43	0	0	0	0
The school keeps my child safe	13	62	8	38	0	0	0	0
The school informs me about my child's progress	11	52	9	43	1	5	0	0
My child is making enough progress at this school	8	38	10	48	2	10	1	5
The teaching is good at this school	8	38	12	57	1	5	0	0
The school helps me to support my child's learning	8	38	11	52	1	5	1	5
The school helps my child to have a healthy lifestyle	11	52	9	43	0	0	1	5
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)	8	38	12	57	1	5	0	0
The school meets my child's particular needs	8	38	11	52	1	5	1	5
The school deals effectively with unacceptable behaviour	8	38	11	52	2	10	0	0
The school takes account of my suggestions and concerns	10	48	9	43	2	10	0	0
The school is led and managed effectively	12	57	7	33	1	5	0	0
Overall, I am happy with my child's experience at this school	13	62	7	33	1	5	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools

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

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

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

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



6 May 2010

Dear Pupils

Inspection of St Mary's Endowed Voluntary Aided Church of England Primary School,  
Norfolk, NR11 8AF

Thank you very much for all the help you gave me when I came to inspect your school. I enjoyed talking to you and looking at your work. I think you attend a school which gives you a satisfactory education. Here are some of the good things that I found out about your school:

Most of you make steady progress and, by the end of Year 6, reach average standards. You say you enjoy coming to school and feel safe.

Your behaviour in lessons and around the school is orderly.

You like being helpful to your teachers and other adults in the school and willingly do jobs for them. You also care about others in the community and raise funds to help.

You know well what is right and what is wrong.

Your headteacher and the governing body are determined to make the school better than it is now.

To improve your school further, I have asked the people in charge to work on three important things:

Make sure that all of you make better progress in your work than you do now, particularly in mathematics.

Make sure that all of your lessons are at least good.

Make sure that the progress of children in Reception is checked more carefully and those who are capable to doing harder work do so.

You can also help your school by always doing your best in lessons. I send you and your friends my best wishes for the future.

Yours sincerely

Krishan Sharma

Lead inspector

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