

Fairhaven CofE VA Primary School

Inspection report

Unique Reference Number	121150
Local Authority	Norfolk
Inspection number	339879
Inspection dates	5–6 November 2009
Reporting inspector	Melvyn Hemmings

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	97
Appropriate authority	The governing body
Chair	Brian Bemment
Headteacher	Melodie Fearn
Date of previous school inspection	0 May 2007
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Introduction

This inspection was carried out by two additional inspectors. The inspectors visited 10 lessons or parts of lessons, and held meetings with governors, staff, groups of pupils and parents. They observed the school's work and looked at policies, records of meetings, assessment information and curricular planning. In addition, 43 parent questionnaires were received and analysed.

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

- the progress of pupils in Years 1 and 2
- how successfully pupils' writing skills have been improved since the last inspection
- the extent to which pupils are involved in evaluating how well they have done and how they might improve
- how effectively subject leaders promote school improvement.

Information about the school

This much smaller than average school has four mixed-age classes. It has Early Years Foundation Stage provision in a Reception/Year 1 class. The proportion of pupils with special educational needs and/or disabilities is above average. A large majority of pupils are White British. The school has gained a number of national awards, which include Activemark and the Young Engineers of Great Britain Junior Club Award 2009.

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

This is a good school. It has some outstanding features and provides a stimulating and very caring setting in which to learn.

The inspirational leadership of the headteacher has been central to the school's good improvement since the last inspection. She has worked unrelentingly to raise the expectations of staff and pupils. As a result, pupils now make good progress throughout the school and attain standards by the end of Year 6 that are above the national average in English, mathematics and science. This represents good achievement from their starting points on entering school. Progress has accelerated because teachers consistently set work that is well matched to pupils' different abilities and provides effective challenge. Particular attention has been given to developing pupils' skills in evaluating for themselves how well they have done. This has proved successful and has contributed positively to their development as independent learners. Though they can confidently assess how well they have done, they are not yet as adept in identifying the specific steps they need to take next to improve their learning.

Outstanding spiritual, moral, social and cultural development means pupils behave in an exemplary manner, are very polite and show much consideration for others. Their excellent involvement in the life of the school and the local community makes a significant contribution to community cohesion. Outstanding enrichment activities enliven the good curriculum and very effectively extend pupils' learning. These include a very wide range of extra-curricular activities and visits to places of educational interest. Parents are particularly appreciative of this aspect of the school's provision. Outstanding pastoral care, as part of good care, guidance and support provided for pupils, ensures the safety and well-being of all pupils and leads to them being cherished as unique individuals. As one pupil commented, 'We all feel very well looked after and safe in school.'

The school's accurate self-evaluation enables it to correctly identify and prioritise areas for development. This is shown in the emphasis placed in recent years on accelerating progress, particularly in Years 1 and 2, and improving pupils' writing skills. Strategies introduced have proved successful in meeting the challenging targets for improvement set in these areas. The skills of subject leaders in monitoring and evaluating ongoing provision have been developed well since the last inspection and are good. Out of necessity, the headteacher has taken on much of the responsibility for the long-term planning for school improvement. She rightly acknowledges that subject leaders are not yet playing enough of a role in this aspect of the school's provision. Leaders have a clear understanding of the school's strengths and areas for development. Particular strengths include the excellent promotion of community cohesion and the effectiveness of

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safeguarding procedures. Action taken by leaders has led to good improvement in pupil outcomes and in provision. The school has good capacity for sustained improvement.

What does the school need to do to improve further?

- Develop pupils' skills in identifying for themselves the next specific steps they need to take to improve their work.
- Widen the role of subject leaders to include planning strategically for long-term school improvement.

Outcomes for individuals and groups of pupils**2**

Improved progress in Years 1 and 2 is related directly to staff placing a strong emphasis on developing pupils' phonic skills in these year groups and for children in Reception. This has impacted positively on pupils' learning, particularly in reading and writing. Pupils now have challenging individual targets for improvement, which they use well to develop their writing skills. Pupils write purposefully across the curriculum and show confidence and enjoyment when engaged in such activities. Pupils have good collaboration skills and are willing to take responsibility for their own learning. This was particularly evident in a science lesson observed during the inspection when pupils in Years 5 and 6 were investigating how to identify if a material was a liquid, a gas or a solid. Pupils are keen to do well, work at a good pace and maintain their concentration for lengthy periods. They show high levels of enthusiasm and try hard to present their best work. During the inspection there was no significant difference in the progress made by different groups of pupils. Pupils with special educational needs and/or disabilities make the same progress as other pupils because of the extra well-targeted support they receive.

Pupils are very proud of and committed to their school community. They willingly take on responsibilities and carry them out diligently, such as being a school council member or a play leader. Older pupils happily look after younger ones at playtimes and during educational visits. Pupils have a strong voice in decisions relating to their learning and well-being. For example, being part of the Healthy Schools Team or the Act of Worship team. Their contribution to the wider community is substantial as is seen in their involvement in the parish magazine, the local carnival, church services and arts festival. Local residents hold pupils in high esteem, particularly the way they behave. Pupils are adopting healthy lifestyles well and show a good understanding of the need to take regular exercise and eat a balanced diet. They show an excellent understanding of the actions to take to stay safe in school and in the wider community. Pupils' enjoyment of school is reflected in their above average attendance. Pupils are prepared well for the next stage of education and their future lives.

These are the grades for pupils' outcomes

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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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	1
Pupils' behaviour	1
The extent to which pupils adopt healthy lifestyles	2
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 systematically develop pupils' learning by providing them with activities that effectively build on what they already know and can do. They use assessment information well to set work that effectively challenges pupils of different abilities. Teachers give pupils activities that are interesting and motivating, so they are able to maintain their concentration for lengthy periods. A few pupils commented that 'Our teachers make learning fun.' Pupils are given detailed feedback, both orally and through marking, so they know how well they have done and how they might improve. Teaching assistants are deployed well in lessons and provide valuable support for all pupils, especially those with special educational needs and/or disabilities. Adults use questioning effectively to probe pupils' understanding and to take their learning forward. Excellent relationships lead to classrooms being calm and harmonious settings in which to learn.

The curriculum is well organised and effectively meets pupils' needs and aspirations. Of particular note is the extensive range of enrichment activities that very effectively promote pupils' personal development and many pupils participate in them. Curricular planning ensures that work given to pupils builds on systematically from previous work which is especially important as each class has two age groups. There are good links with other providers to widen pupils' experiences, such as pupils having science sessions at the local high school. The school's commitment to providing a variety of good quality sporting experiences is reflected in it gaining the Activemark. Volunteers from the local community help to widen pupils' experiences by running various activities in school, such as the Young Engineers Club.

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Staff demonstrate a high level of commitment in ensuring the safety and well-being of all pupils. Pupils are well known as individuals and say they are confident that they can talk to an adult if they have any worries or concerns. They commented that they feel very safe in school and on the playground because they are supervised well. All staff are aware of the procedures to follow if they have any concerns about the well-being of a pupil. Good links with outside agencies, such as the educational psychologist, mean that extra support for individual pupils is readily available when required. Good quality advice and guidance help pupils make informed choices about their future.

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	2

How effective are leadership and management?

The headteacher provides focused educational direction and a clear vision for school improvement. This vision is shared by all involved in the life of the school and a strong team ethos is evident. Subject leaders carry out their individual responsibilities diligently. They evaluate what needs doing and take action to bring about improvement in the short term. They are not as effective in having a collective, long-term vision of whole school improvement. Governors are supportive of the school and fully involved in influencing its direction. The school places the promotion of equality of opportunity at the heart of its work and its aspirations are understood and acted upon consistently at all levels. As a result, the outcomes for pupils and their experience are positive and any unevenness between groups is minimal. The school has excellent quality assurance and risk assessment systems that are routinely informed by parents' and pupils' views. Safeguarding arrangements meet statutory requirements fully, with thorough child protection arrangements and risk assessments firmly in place. Governors and staff have a thorough understanding of safeguarding issues and they receive regular training, particularly in child protection. Leaders' actions have a very positive impact on community cohesion within the local community and beyond. They monitor and evaluate the school's work rigorously in order to build on its many strengths. Everyone is treated equally and fairly and this is reflected in the excellent relationships evident throughout the school and the respect adults and pupils show to others.

These are the grades for leadership and management

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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	1
The effectiveness of safeguarding procedures	1
The effectiveness with which the school promotes community cohesion	1
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Children start in Reception with levels of skill and abilities that are below those expected for their age. They make good progress and achieve well across all areas of learning. Good induction arrangements enable children to quickly settle into everyday routines. Staff work well as a team and relationships between adults and children are excellent, which have a positive impact on the progress children make. Adults use assessment information effectively to set children tasks that are interesting and well matched to their individual abilities. Of particular note is the way staff use children's All About Me books to support their learning and strengthen links between home and school. Children are encouraged to make choices for themselves and this contributes effectively to their development as independent learners. They enjoy their activities and are keen to learn, as was seen when they were excitedly digging for two-dimensional mathematical shapes buried in the sand tray. Good leadership and management has rightly identified the need to develop the recently created outdoor area to further support children's learning, particularly in writing. The quality of care is outstanding, with very strong emphasis placed on children's well-being.

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

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Views of parents and carers

The overwhelming majority of parents and carers who responded to the questionnaires were positive about the school's work and the efforts of all staff. One said, 'My daughters thoroughly enjoy themselves at school, both for learning and the extra-curricular activities provided.' Another parent wrote, 'All the teachers are approachable and any concerns are dealt with appropriately.' A very few parents thought their children did not make enough progress. Inspection evidence shows pupils make consistently good progress throughout the school.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Fairhaven CofE VA 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 43 completed questionnaires by the end of the on-site inspection. In total, there are 97 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	33	77	10	23	0	0	0	0
The school keeps my child safe	34	79	9	21	0	0	0	0
The school informs me about my child's progress	26	60	17	40	0	0	0	0
My child is making enough progress at this school	23	53	18	42	2	5	0	0
The teaching is good at this school	25	58	17	40	1	2	0	0
The school helps me to support my child's learning	21	49	21	49	0	0	0	0
The school helps my child to have a healthy lifestyle	28	65	14	33	1	2	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)	23	53	15	35	0	0	0	0
The school meets my child's particular needs	23	53	18	42	1	2	0	0
The school deals effectively with unacceptable behaviour	20	47	19	44	1	2	0	0
The school takes account of my suggestions and concerns	22	51	18	42	1	2	0	0
The school is led and managed effectively	31	72	12	28	0	0	0	0
Overall, I am happy with my child's experience at this school	31	72	12	28	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.



7 November 2009

Dear Pupils

Inspection of Fairhaven CofE VA Primary School, Norwich, NR13 6DZ

Thank you for the very friendly welcome you gave us when we visited your school. We enjoyed meeting you and seeing the many exciting things you do. Your school is good and helps you reach standards in English, mathematics and science that are above average by the time you leave.

What we found about your school:

- you show a lot of enjoyment in coming to school and are keen to learn
- many of you take part in the wide range of extra-curricular activities
- adults look after you very well and make sure you are safe in and around school and on visits
- it prepares you well for your next school and for the future
- the contribution you make to the life of the school and the local community is outstanding
- the headteacher and staff are working hard to help you do even better.

What we have asked your school to do now:

- help you develop your skills in identifying for yourselves what you need to do next to improve your work
- make sure all those who lead the school are fully involved in planning its future development.

You can all help your school to improve further by continuing to try your best in your activities and keep attending regularly. All of you are a credit to your school. A special word of thanks to the team captains who showed us around school when we first arrived.

Yours sincerely

Melvyn Hemmings

Lead inspector

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