



Aslacton Primary School

Inspection Report

Unique Reference Number 120779
LEA NORFOLK LEA
Inspection number 280889
Inspection dates 12 September 2005 to 13 September 2005
Reporting inspector Mr. John Messer LI

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

Type of school	Primary	School address	Church Road
School category	Community		NR15 2JH
Age range of pupils	4 to 11		
Gender of pupils	Mixed	Telephone number	01379677345
Number on roll	96	Fax number	01379677345
Appropriate authority	The governing body	Chair of governors	Mrs. Jeanette Newcombe
Date of previous inspection	31 January 2000	Headteacher	Mrs. Janice Turner

Age group 4 to 11	Inspection dates 12 September 2005 - 13 September 2005	Inspection number 280889
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Introduction

The inspection was carried out by an Additional Inspector supported by one of Her Majesty's Inspectors.

Description of the school

The school is smaller than most primary schools. It takes children from Aslacton village and from other villages in the surrounding area. Most children have reached average standards in their development when they start school but many have not reached the standards normally expected in their language skills or in their social development. A lower than average proportion of pupils are entitled to free school meals. The proportion of pupils with learning difficulties is also below average. No pupils come from ethnic minority backgrounds. After completing several years in the school a number of pupils leave to attend private schools. It is difficult to recruit teachers in this area.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 2

This is a good school where children from all backgrounds make good progress. The staff have a good understanding of its strengths and weaknesses and the inspectors agree with staff that pupils receive a good standard of education. Parents support the school well and the overwhelming majority are pleased with the education provided. The school is particularly good at helping pupils to attain above average standards in reading and mathematics. The quality of education in the Foundation Stage is adequate and the standards that children attain by the end of reception are broadly average. However, children's progress in reception is not as rapid as it should be because activities are not always purposeful enough. Pupils make particularly good progress in Years 1 and 2 because here the teaching is especially good. Progress in Years 3 to 6 is not as good because many changes in teaching staff have interrupted learning. This has had a negative effect on progress. Standards in writing are not high enough in Key Stage 2 because teachers have not set targets that challenge all pupils to do their very best. Pupils' behaviour is good and they work hard in lessons. They are good at sport and have a good understanding of how to stay healthy. The headteacher gives good leadership and the staff work well together to form an effective team. The school is well managed and provides good value for money. There has been good improvement since the last inspection and the school is well placed to make further improvements.

What the school should do to improve further

What the school should do to improve further - Set clear targets for each pupil in writing that encourage each to make good progress from Year 3 to Year 6. - Clarify the purpose of learning activities in the reception class and describe more clearly what children are expected to learn from each one.

Achievement and standards

Grade: 2

Pupils make good progress overall. Children make satisfactory progress in the reception class. Pupils make particularly good progress in Years 1 and 2. Progress is still good in Years 3 to 6 but it is not as rapid. Pupils attain standards that are above average in English, mathematics and science. Pupils with special educational needs are supported well and make good progress. Standards in information and communication technology are average and this is an improvement since the last inspection. The school has recently installed new laptop computers and is well placed to raise standards further. Whilst standards in English are above average overall, standards in writing are not as high as they should be. There are several reasons. Staffing difficulties have interrupted pupils' learning in Key Stage 2 and this has had a greater impact on writing than it has on other subjects because the step by step development of skills has not been so clearly defined in writing as it has in mathematics and science. Also pupils have not been set targets to aim at and teachers have not developed a clear understanding of exactly how much progress each pupil should make each term.

Personal development and well-being

Grade: 2

Pupils are very aware of how to stay healthy. They have a good understanding of a well balanced diet. They take regular exercise. Every Monday morning a specialist sports coach teaches a good range of sporting activities and gymnastics. Pupils in Years 3 and 4 learn to swim. The after school sports clubs are well attended. The school organised a successful Health Week in June where pupils learned a great deal about all aspects of a healthy lifestyle. Pupils take part in a safe cycling course and always wear their helmets when cycling to school. Pupils develop a good range of skills that they will eventually need in the work place, including information and communication technology (ICT) skills and how to market products. They are developing the skills to be effective citizens. They are fierce in their criticism of injustice and have written letters to the Prime Minister complaining about the fact that some children in other countries have no schools to attend. They take their responsibilities as school councillors seriously and have a keen sense of right and wrong. They reflect quietly on the wonders of the world, such as the changing colours of autumn. They have a good understanding of the customs of people from other cultures. They work and play happily and safely with their friends. Most behave well and enjoy learning. Attendance is good.

Quality of provision

Teaching and learning

Grade: 2

Teaching and learning are good but there have been significant interruptions to pupils' learning caused by staffing difficulties, particularly in recruiting suitable teachers. This has affected the progress that pupils make in Years 3 to 6. Reading and mathematics are taught particularly well and pupils achieve especially well in these areas of the curriculum. Teachers plan lessons carefully and track pupils' progress carefully. They offer much praise and encouragement and pupils respond well by trying hard to do their best. A small number of pupils become restless in lessons and teachers have to work hard to sustain interest. Generally control is good and pupils are managed well. Each class has a teaching assistant who works closely with the class teacher. They have received a great deal of training, especially in supporting pupils with learning difficulties. They support pupils well and are successful in helping slower learners to make good progress. Teachers have high expectations of the faster learners who also make good progress. The school has identified the need to set targets to challenge pupils and further increase their rates of progress. Parents help with classroom activities and this supports learning well.

Curriculum and other activities

Grade: 2

The school provides a rich curriculum that is relevant to pupils' needs. There is a strong emphasis on developing basic skills in literacy, numeracy and information and

communication technology. Personal, social and health education also feature strongly. Resources are generally good but the role play area in the reception class is uninviting and needs developing. There is a good range of educational visits to places of interest, including a residential visit. Specialists provide pupils with good guidance about drugs awareness, sex education and about how to stay safe. The extensive grounds are well used as a learning resource.

Care, guidance and support

Grade: 2

The school provides good levels of care, guidance and support. Children who are new to the school settle in quickly. All staff are very sensitive to the needs of individuals and relationships are good so pupils can discuss any problems openly. Child protection procedures are in place. Pupils receive good guidance on how to stay healthy and safe. Those with special educational needs receive good support and individual educational plans are drawn up that include specific targets designed to help them to make good progress in their learning. Those with particular talents are identified and staff discuss how best they can meet the needs of more advanced learners. Communication between the school and parents about their children's particular needs is good.

Leadership and management

Grade: 2

The leadership and management of the school are good. There is a strong sense of teamwork and staff share a commitment to improving standards further. The headteacher leads the school well. The school analyses its performance thoroughly. Staff have identified the main issues for improvement as developing the teaching and learning of writing, as well as improving the quality of provision in the reception class. Inspectors agree that these are the main priorities. The school welcomes new initiatives and is very receptive to implementing schemes that might improve standards. Standards have improved since the last inspection but changes in staffing have limited improvements in the reception class. The school sends questionnaires to parents and pupils to see what they think of the school and whether they can suggest any improvements. All responses are analysed carefully and action is taken where suggestions are found to be helpful. The school produces an annual school development plan that helps to focus resources on the most important priorities for improvement. The plan is detailed but does not always explain how the impact of new initiatives will be measured in terms of raising standards. Governors are keen to support the school but many are new and have not yet developed a full understanding of how to assess the school's performance and how to support staff in improving provision. The school now has a more stable teaching force and is keen to make many more improvements. It is well placed to raise standards further.

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Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	3	NA
The effectiveness of the school's self-evaluation	2	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

How well do learners achieve?	2	NA
The standards ¹ reached by learners	2	NA
How well learners make progress, taking account of any significant variations between groups of learners	2	NA
How well learners with learning difficulties and disabilities make progress	2	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	2	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	2	NA
How well are learners cared for, guided and supported?	2	NA

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	NA
How effectively and efficiently resources are deployed to achieve value for money	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	3	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

We enjoyed visiting your school. Thank you very much for being so friendly and helpful. We think that Aslacton Primary School is a good school. Most of you enjoy your lessons and make good progress. Your teachers work hard to help you and you like the good teaching because it helps you to learn new things. You are particularly good at reading and mathematics. You are also good at sport and understand how to stay safe and keep healthy. The teachers and all other staff are sensitive to the individual needs of each and every one of you. They care deeply about you all and want you to do well. We were particularly impressed with your maturity and how sensible you are. Most of you behave well although a small number of you sometimes get restless and interrupt the others. You should aim for a calm working atmosphere in lessons. We know that you are proud of your school and want to help the staff to make it even better. We think that your headteacher gives good leadership and makes sure that everything runs smoothly. Together with all the staff she makes good plans to improve the school even more. The school spends its money sensibly so that there are enough adults to help you and there is all the equipment that you need in lessons, like paper, pencils and books. There are two main things the school needs to do to make it even better. Activities for the children in the reception class need to be more challenging so that the youngest children in the school make as much progress as all the rest. Standards in writing for those of you in Classes 3 and 4 should be higher and you need to have clear writing targets to help you focus on making more progress in writing. The teachers already have plans to help you to improve your writing skills. We wish you all every success in the future and feel sure that the school is well on the way to becoming even better.