



# Neatishead Church of England Primary School

## Inspection Report

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**Unique Reference Number** 121090  
**Local Authority** NORFOLK  
**Inspection number** 284363  
**Inspection dates** 13–14 September 2006  
**Reporting inspector** Mr. Godfrey Bancroft

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 address</b>	School Road
<b>School category</b>	Voluntary controlled		Neatishead, Neatishead
<b>Age range of pupils</b>	4–11		Norwich, Norfolk NR12 8XN
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01692 630241
<b>Number on roll (school)</b>	72	<b>Fax number</b>	01692 630241
<b>Appropriate authority</b>	The governing body	<b>Chair</b>	Mr.G Hunt
		<b>Headteacher</b>	Mrs. Beverly Barrett
<b>Date of previous school inspection</b>	25 November 2003		

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## **Introduction**

The inspection was carried out by an Additional Inspector.

## **Description of the school**

This is a smaller than average primary school. It serves a village community in the area of the Norfolk Broads. The social and economic background of pupils is broadly average. Attainment on entry is also broadly average. The numbers of pupils from minority ethnic backgrounds or who speak English as an additional language are very low. The proportion of pupils who have learning difficulties or disabilities is broadly average.

## **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 an effective school that provides its pupils with a good education in a caring and supportive environment. Provision for children in the Foundation Stage is good. They achieve well, exceeding expectations, because teaching is good and the curriculum addresses all areas of their learning successfully. Pupils in Years 1 to 6, including those with learning difficulties or disabilities, also achieve well. Factors contributing to pupils' good achievement include good teaching, which makes learning exciting and interesting, and accurate assessments of the progress pupils are making. Standards, by the end of Years 2 and 6, are average, although there are often variations from year to year and between subjects. This is mainly caused by the relatively small numbers of pupils in each year group, which sometimes distort the annual test results. Good teaching is helping pupils to acquire the basic skills of literacy and numeracy needed to secure their future economic well-being. Standards in information and communication technology (ICT) are satisfactory and there are some good opportunities for pupils to use their ICT skills. That said, the use of ICT to enhance learning in all subjects is not fully embedded and further training is planned to enable staff to make full use of the school's ICT resources. Teaching meets the learning needs of most pupils well. Higher attaining pupils are challenged satisfactorily, but there are times when work is not matched closely enough to their needs and does not provide a challenge that is sustained for long enough. Pupils' personal development and well-being are good. Pupils' behaviour has improved significantly since the last inspection. This is mainly due to the very good relationships that exist between teachers and their pupils. The school has a good programme of personal, social, health and citizenship education. Consequently, pupils know how to stay safe and recognise the value of regular exercise and a healthy diet. Pupils clearly enjoy their learning and contribute positively to their community. The curriculum is good and meets pupils' learning needs well. A particular strength is the good range of additional activities that adds to the quality of pupils' experience and motivates them to learn. The school is good at caring for its pupils. Consequently, they feel safe and secure, enabling them to become increasingly confident learners. The school also ensures pupils are well informed about the progress they are making and thereby helps them to improve. The school is led and managed well. The good leadership of the headteacher is the single most significant feature that has brought about improvements to all aspects of provision. The governing body is supportive and knowledgeable. However, visits by governors to evaluate the quality of education are not yet sufficiently frequent or focussed on specific aspects of development. The school's previous designation as having serious weaknesses no longer applies. Since the time of its last inspection in November 2003, the school has gone from strength to strength. The headteacher and governing body have addressed successfully all the issues identified for improvement. The school's capacity to maintain its current improvement is good and it provides good value for money.

### What the school should do to improve further

- Ensure that the work set for higher attaining pupils consistently meets their needs and provides them with sustained challenges.
- Make full use of ICT to enhance pupils'

learning in all subjects and ensure that teachers have the training to allow this to happen. – Ensure that visits by governors to evaluate the quality of education have a clear purpose and happen more often.

## **Achievement and standards**

### **Grade: 2**

Children start in the Reception year with standards that are close to those expected for their age, although they have a wide range of abilities. They make good progress and attain well in all areas of their learning. Pupils in Years 1 to 6, including those with learning difficulties or disabilities, also achieve well and make good progress.

Year-on-year test results are often influenced by the arrival of pupils who join the school during Years 3 to 6, some of whom have learning difficulties. Staff are good at helping these pupils settle in quickly and they make good progress. Pupils who attend the school throughout their primary education do very well. Over the last four years, standards at the end of Years 2 and 6 have been broadly average. In the current Year 2, standards in reading and mathematics are average, whilst standards in writing are above average. In Year 6, standards in English are currently average and those for mathematics above average. Teachers promote pupils' speaking and listening particularly effectively and standards are high. There is also compelling evidence to show that, as a result of a concerted focus by teachers, standards in writing are improving.

## **Personal development and well-being**

### **Grade: 2**

Pupils' personal development and well-being are good. Over the last two years attendance has improved and is now average, because pupils' attitudes to school have improved. Their behaviour is also good and most work well together and support each other. They sustain their interest, contribute well to discussions and even the youngest are capable of working independently. The majority of pupils also take pride in presenting their work neatly. Pupils' spiritual, moral, social and cultural education is good. For example, during assemblies pupils show how they care for and value each other and celebrate the successes of all. The school prepares pupils well for life in a multi-ethnic society by helping them to understand the background and beliefs of those who come from cultures that are different from their own.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Teaching and learning are good. Teachers plan interesting and enjoyable activities. They are also very good at celebrating pupils' successes. As a result of this, pupils respond well by showing enthusiasm and working hard. Teachers also give careful

attention to assessing the performance of each pupil. They use the outcomes of these assessments effectively as a basis for planning subsequent stages of pupils' learning. At times, however, the work for higher attaining pupils is not hard enough to provide them with a sustained challenge.

## **Curriculum and other activities**

### **Grade: 2**

The curriculum, including that for children in the Foundation Stage, is good and meets the learning needs of all pupils well. The school provides a good range of additional activities. These activities currently include daily pre-school exercise groups and a gardening club. Physical education and creative and aesthetic activities, such as drama, have a high profile in the school. They help to make learning enjoyable and have a positive effect on pupils' attitudes to their learning. Strong links with visiting teachers and partner schools have done much to enhance this aspect of provision. The use of ICT is satisfactory and improving, but not yet fully integrated into the work of all subjects.

## **Care, guidance and support**

### **Grade: 2**

Pupils are cared for well and receive good guidance and support. All the necessary measures are in place to ensure that pupils are safe. Relationships between pupils and adults in the school are very positive. Pupils place great trust in these relationships, which effectively underpin the good pastoral care and guidance that they receive. Teachers are also very good at guiding pupils on the academic progress that they are making and what they need to do to improve further, especially when pupils have learning difficulties or disabilities. The school is also very good at consulting pupils to gain and respond to their views about the education they receive and how it might be improved.

## **Leadership and management**

### **Grade: 2**

The good leadership of the headteacher has enabled the school to address successfully the issues for improvement identified in the last inspection. She has a good vision for the continued improvement of the school that is set out clearly in its development plan. In partnership with the governing body she has assembled an effective team that subscribes wholeheartedly to a philosophy that values every pupil and ensures they can thrive. Procedures for the headteacher and staff with additional responsibilities to evaluate and improve the quality of teaching and learning are good. The school has completed a self-evaluation of its performance, but this process underrated the quality of provision. The school has worked very effectively to improve links with parents, who express very positive views of the school. Governors know and support the school well, but do not carry out enough visits that are focused on a clear purpose. Financial management is good and great care is taken to ensure that resources are used wisely

to support pupils' learning. An example of this is the funding allocated to the provision of teaching assistants who, in partnership with class teachers, make a very good contribution to the learning of all pupils and particularly to those pupils who have learning difficulties or disabilities.

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## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	<b>School Overall</b>
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### Overall effectiveness

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

### Achievement and standards

<b>How well do learners achieve?</b>	2
The standards <sup>1</sup> reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	2
The extent of learners' spiritual, moral, social and cultural development	2
The behaviour of learners	2
The attendance of learners	3
How well learners enjoy their education	2
The extent to which learners adopt safe practices	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

### The quality of provision

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

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

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively performance is monitored, evaluated and improved to meet challenging targets	3
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	3
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

## **Text from letter to pupils explaining the findings of the inspection**

15 September 2006 Dear Pupils Neatishead Church of England Primary School, School Road, Neatishead, Norwich, NR12 8XN Thank you for making me feel very welcome and for telling about your school during my visit. I know that you and your parents and carers think your school is good. I agree it is a good school. Your teachers and teaching assistants are good at giving you the help that you need and making your lessons interesting. They also provide a good range of additional activities, especially sports, that make learning even more enjoyable. For your part, it is good that you all work hard and do your best. I particularly like the way you take care to present your written work neatly. Your behaviour is also good and this helps you to become good learners. All the staff are good at taking care of you and making sure you are safe. Your headteacher does a good job in making sure that everything works well and that you have all you need to help you to learn successfully. As a result of the inspection there are some things that your governors, headteacher and teachers will be doing to make your learning even better - - They will be setting work that will challenge even the most able amongst you. - They will be making sure that information and communication technology (ICT) is used fully to help your learning in all subjects and that teachers have the training to make sure this works well. - Your school governors will be visiting more regularly to check on the education you receive and to help you with your learning. Well done. Keep on working hard and doing your very best. Yours sincerely Godfrey Bancroft Lead Inspector