

# Aslacton Primary School

## Inspection report

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<b>Unique Reference Number</b>	120779
<b>Local Authority</b>	Norfolk
<b>Inspection number</b>	348913
<b>Inspection dates</b>	23–24 June 2010
<b>Reporting inspector</b>	Julie Winyard HMI

This inspection was carried out under section 8 of the Education Act 2005 which gives Her Majesty's Chief Inspector of Education, Children's Services and Skills (HMCI) the authority to cause any school to be inspected. The inspection was also deemed a section 5 inspection under the same Act.

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	62
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Mark Worley
<b>Headteacher</b>	Mrs Alex Lightbown
<b>Date of previous school inspection</b>	25 November 2008
<b>School address</b>	Church Road Aslacton Norwich
<b>Telephone number</b>	01379 677345
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<b>Email address</b>	office@aslacton.norfolk.sch.uk

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## Introduction

This inspection was carried out at no notice by one of Her Majesty's Inspectors and an additional inspector. Six lessons were observed and all three teachers seen. Meetings have been held with parents, groups of pupils, governors, staff and a representative of the local authority. Inspectors observed the school's work, and looked at documentation including: pupil attainment and progress data, the school improvement development plan and raising achievement plan. All documentation relating to safeguarding children was scrutinised.

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

- pupils' achievement at the end of Key Stage 2
- whether pupils are fully involved in understanding their own learning and development, especially in writing
- whether the leaders and managers at all levels are capable of developing, monitoring and evaluating the work of the school in order to raise and sustain the achievement and standards of all pupils.

## Information about the school

Aslacton is a much smaller than average primary school where all pupils are of White British origin. The proportion of pupils with special educational needs and/or disabilities is well below average. The school became subject to special measures in November 2008. The governing body, guided by the local authority, appointed a consultant headteacher from February 2009. A substantive partnership headteacher took up post in September 2009 and has led the school through subsequent monitoring inspections. Staffing has remained stable in the school for the last year, although during this period the Early Years Foundation Stage and Year 1 teacher has had compassionate leave. The partnership headteacher has ensured continuity of provision for the class by using an experienced early years teacher from the partnership school alongside a regular supply teacher to provide cover during this teacher's absence. Parents say they are happy with this arrangement and that this has not affected their children's progress or enjoyment of school. The school has recently been awarded Healthy Schools status.

**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

In accordance with section 13(4) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires special measures.

Aslacton is a good and rapidly improving school. Due to the outstanding leadership of the partnership headteacher, there has been outstanding progress with the key issues for improvement from the last inspection. There has also been outstanding progress with the points raised at the last monitoring visit. For example, governance and middle management was judged to be satisfactory as governors were not secure in their knowledge of the school and middle leaders were just beginning to understand their role in monitoring pupils' attainment and progress in their subject areas. Both these aspects of leadership and management are now good. Governors take a very active role in supporting the staff whilst asking searching questions to ensure all initiatives will improve pupils' learning. Subject leaders have a secure knowledge of how well pupils are doing in their subjects and what actions need to be taken to raise standards further. Because leadership and management are good in all areas, and the school has very robust self-evaluation systems in place, Aslacton has a good capacity to sustain further improvement.

Teaching across the school is consistently at least good and often outstanding. Teachers are confident and enthusiastic and plan for learning very well. Pupils enjoy their lessons and this is evident in their high levels of concentration and excellent behaviour. The good teaching has had a positive impact on pupils' progress across the school, which is now good, and on their attainment, which is above average in Early Years Foundation Stage and Key Stage 1. However, there remains a legacy of underachievement at the end of Key Stage 2, resulting in average attainment. The school has found it much harder to close the gap in attainment in boys' writing, due to previously inconsistent teaching, and this remains an area for development. Pupils with special educational needs and/or disabilities make good progress due to very careful planning and well-targeted support which ensures all their learning and emotional needs are met. Teachers make excellent use of information and communication technology (ICT), particularly to support younger pupils and those with additional learning needs.

Pupils have an excellent understanding of what it means to live healthily and parents say they adopt healthy eating habits at home as well. Pupils' spiritual, moral and social development is good. However, their cultural understanding is less well-developed. Pupils make a good contribution to the school community, but there are fewer links with the wider community. Community cohesion within the school is strong because, during its time in special measures, the school has rightly focussed on internal improvements and pupils get on well together as a result. However, the school has not forged similarly

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strong links with the wider local, United Kingdom and global communities.

Relationships between staff and pupils are excellent, and this contributes to the outstanding behaviour around the school and on the playground. Pupils say they feel exceptionally safe at school because there is no bullying and everyone gets on extremely well. The quality of care, guidance and support which pupils receive is outstanding, supported by extremely robust safeguarding systems. Pupils' needs, including those of vulnerable pupils, are met extremely well and the school is well supported by the local cluster of schools, extended schools officer and parent support worker.

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

- Improve the achievement of boys in writing in Key Stage 2 by ensuring that they:
  - have consistent and continuous well-focussed interventions whilst they are writing
  - sit on their own when it is time to write.
- Develop pupils' knowledge and understanding of the wider local, United Kingdom and global communities by further developing links with:
  - a school in a contrasting locality
  - a country in a less advantaged part of the world.

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

When children first join the school, they have skills and knowledge expected for their age in most of the areas of learning. However, in those areas which are indicative of success in reading, writing and mathematics, their skills are below average. They make good progress through Early Years Foundation Stage in all areas and continue to do so through Key Stage 1. By the end of Year 2, pupils' attainment is above average. The school's accurate and comprehensive tracking system indicates that this good progress continues through the early part of Key Stage 2. However, because pupils currently in the later part of Key Stage 2 did not always have such good teaching throughout the school, they are progressing at a satisfactory level and have attainment that is in line with other pupils of their age nationally.

Pupils have a good understanding of what they need to do to improve their learning further because they help to create the 'steps to successful learning' in every lesson. They all have challenging targets and are very proud when they agree with their teachers that they have achieved these. Older pupils were very pleased to contribute to how they could be more successful writers and correctly recognised the need to work on their own and think more carefully about the quality of what they are writing. As one pupil commented: 'Boys just want to get in there and do it and they go for the easy option!' The boys were very clear that they were capable of more focussed concentration if given the opportunity. It is evident from lessons that they are not always given sufficiently well-focused support when writing.

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Pupils raise funds for those less fortunate than themselves. For example, they have sponsored a child in the Sudan. They take their roles and responsibilities in the school very seriously. For example, the ECO Council recently organised an extremely successful conference with their partnership school. Many local businesses took part and pupils learnt how to re-use a range of everyday materials. They spoke with great enthusiasm about the shopping bags they made from discarded fabric. Activities of this kind, and pupils' good progress in acquiring basic skills, contribute to them being well prepared for the next stage in their education. Pupils' commitment to adopting healthy lifestyles is evident in their uptake of sports clubs.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	3
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
<b>The extent to which pupils feel safe</b>	<b>1</b>
<b>Pupils' behaviour</b>	<b>1</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>1</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>3</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>2</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	2
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

## How effective is the provision?

Pupils talk about how much they like their teachers and how well they are taught. Good and outstanding teaching is evident in all lessons because teachers:

- are good at explaining new concepts
- break learning down into small steps that all pupils can understand
- match activities extremely well to pupils' level of ability because assessment is used

<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.

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well to plan the next steps in the pupils' learning

- deploy their well trained teaching assistants so that their support for pupils is used to best advantage
- involve all pupils in thinking things out for themselves through outstanding use of learning partners where pupils discuss ideas together when this is appropriate.

Marking in pupils' books is exhaustive and gives very clear evaluation and advice on how to make further improvements. Pupils are given time in lessons to make the suggested changes. Pupils also evaluate each other's work which helps them to understand how their own work could be improved. The excellent care guidance and support pupils receive is also evident in the very careful arrangements made when pupils move into and out of the school, from playgroup and to secondary school, and from one class to another.

The good curriculum is stimulating and covers all the key skills required. It makes appropriate links between subjects so that pupils can use their literacy and scientific skills in geography, for example in their study of rivers. There is a good range of enrichment activities, including visits and visitors to make learning more interesting. Pupils particularly enjoyed a trip to a local activity centre where they studied trees as part of an environmental survey. The science, technology, engineering and maths club is much appreciated and very well attended. ICT is used exceptionally well to support younger pupils and those with special educational needs and/or disabilities. For example, pupils make use of 'talking postcards' that enable them to tape record their sentences before they write them down. They can playback their own voice and this gives them confidence and ensures they do not forget their good ideas.

*These are the grades for the quality of provision*

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

**How effective are leadership and management?**

The good leadership and management have been achieved through the relentless drive for improvement by the partnership headteacher. Her ambition for high attainment and good progress for all pupils has had a huge impact on removing the school from special measures. She has systematically built capacity within the very willing and enthusiastic staff team and has ensured that governors have had effective training so that they know exactly what is required of them. As one governor said, 'She knows what she wants and she gets it - in the nicest possible way.' Her excellent understanding of what makes good teaching and learning has been very well communicated to all staff who now know

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exactly what they need to do to improve the school further. Parents are very happy with the improvements in the school and say their children love coming to school and 'cry' if they are ill because they cannot attend. They are particularly impressed with how safe their children are and with the good systems for communication between home and school. Equal opportunities are promoted well within the school, so all pupils have the opportunity to maximise their potential.

Safeguarding procedures are robust and reflect the excellent care pupils receive, and health and safety checks and risk assessment are carried out appropriately. The school has good partnerships with external agencies and staff, governors and parents speak highly of the developing collaboration with the headteacher's other school. There is a very strong sense of community within the school but this has not been extended to the wider local, United Kingdom and global communities.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<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>2</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</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>2</b>

## Early Years Foundation Stage

Children are cared for very well and feel happy and secure as a result. Children form good, caring and trusting relationships with each other and with adults. They collaborate in their work and play very readily. Their behaviour is outstanding because they enjoy their learning and, as a consequence, listen carefully to adult instructions and carry these out well and with great enthusiasm. They are confident to talk about their work and their feelings because of the positive ethos of the learning environment where all can and do achieve their best.

Teaching is consistently good because all adults know when to make interventions to



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move learning forward. The curriculum is well planned with activities that are very carefully matched to the learning needs of all pupils, giving exactly the right amount of challenge. However, the school is at the early stage of developing a more integrated approach to the areas of learning, and plans are in motion to achieve this in the next year. There is good support for those children with special educational needs and/or disabilities. All six areas of learning are covered and good use is made of the developing outside area.

Formal assessment arrangements are securely in place, as is the assessment of achievement made through direct observation. The Early Years Foundation Stage leader is extremely well organised and every observation is carefully logged for each child for every area of learning. This builds into a rigorous and robust evaluation of the good progress made and enables accurate assessment at the end of the Early Years Foundation Stage.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
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

**Views of parents and carers**

Parents and carers are very pleased with the progress their children are making. They are impressed with how easy it is to contact the partnership headteacher and like the fact that she comes to the school every day. They like the variety of homework and appreciate how carefully this is marked by the teachers.

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

Parental questionnaires are not normally distributed for inspections conducted under section 8 of the Education Act 2005, unless inspectors have specific reasons to request that the school does so.

## 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.**



25 June 2010

Dear Pupils

Inspection of Aslacton Primary School, Norwich, NR15 2JH

Thank you very much for your warm welcome when we came to your school this week. It was wonderful to see the good progress you have made since my last visit. I agree with you that your school is now a good school. You told me how the partnership headteacher has 'turned the school around'. She has indeed done an outstanding job and has worked very hard to help make sure you get the best possible teaching and support for your learning.

I was particularly impressed by your excellent behaviour and with how much you enjoy your lessons. It was great to hear that there is no bullying and that you feel really safe at school. It was also good to hear from your parents about how determined you are to eat healthy food at home as well as at school and that you are having a good influence on your older brothers and sisters.

I would like to say a particular thank you to all those who gave up their time to talk with us about your life at school. I had a very interesting discussion with Year 6 about how boys can be better at writing and you will see that I have included one of your ideas in the report.

There are two specific areas that the school can improve further. The first is boys' writing in Key Stage 2 and the second is in broadening your knowledge and understanding of other cultures and communities in your local area, in the wider United Kingdom and in other parts of the world.

I would like to wish you every success for your future lives.

With very best wishes.

Yours sincerely

Julie Winyard

Her Majesty's Inspector

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