

# Newton Flotman Church of England Voluntary Controlled Primary School

Inspection report

---

<b>Unique Reference Number</b>	121048
<b>Local Authority</b>	Norfolk
<b>Inspection number</b>	339846
<b>Inspection dates</b>	12–13 July 2010
<b>Reporting inspector</b>	John W. Paull

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

---

<b>Type of school</b>	Primary
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	120
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Corinne Boyce
<b>Headteacher</b>	David Robinson
<b>Date of previous school inspection</b>	Not previously inspected
<b>School address</b>	School Road Newton Flotman Norwich
<b>Telephone number</b>	01508 470379
<b>Fax number</b>	01508 470379
<b>Email address</b>	office@newtonflotman.norfolk.sch.uk

---

<b>Age group</b>	4–11
<b>Inspection dates</b>	12–13 July 2010
<b>Inspection number</b>	339846

---

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 08456 404045, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the documentation in any way.

Royal Exchange Buildings  
St Ann's Square  
Manchester M2 7LA

T: 08456 404045

Textphone: 0161 618 8524

E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)

W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2010

## **Introduction**

This inspection was carried out by two additional inspectors. They looked at the school's work, observing five lessons taken by four teachers. Meetings were held with groups of pupils, governors, staff and a county headteacher appointed to work with the school. Parents' views recorded in 59 returned questionnaires were taken into account as were opinions expressed by a small number of parents who spoke with inspectors. Pupils and staff also completed questionnaires, which were analysed. Examples of the school's documentation, such as records that track pupils' progress, policies related to safeguarding, lesson planning and plans for the school's future development, were also scrutinised and taken into account.

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

- whether the school's good performance over the last three years is sustainable;
- the accuracy of the school's self-evaluation, particularly related to its judgements of gaining value for money;
- the extent to which changes in provision for children of Reception age have been successful.

## **Information about the school**

This is a smaller than average sized primary school. The headteacher is leaving his post at the end of this term. A county headteacher has been appointed to oversee the period of change until a new substantive headteacher is in place.

The school accommodates four-year-olds who are in the Early Years Foundation Stage in the Reception class, together with some pupils in Year 1. Nearly all pupils are from White British backgrounds and only very few have a minority ethnic heritage. No pupils are at an early stage of learning English as an additional language. The proportion of pupils with special educational needs and/or disabilities is average, although the figure varies considerably in different year groups. The proportion of pupils known to be eligible for free school meals is below average.

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

## Inspection judgements

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

**1**

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

**1**

## Main findings

The school provides an outstanding education. Pupils' learning and progress are always good and often very rapid indeed, producing outstanding pupils' achievements. A particularly effective partnership with families contributes to this. Parents agree overwhelmingly. A typical comment states, 'My child has flourished here, his confidence and improvement prove this. It is a very supportive school not only for the children but for the family'. This excellence enables teachers to know all pupils in their care very well. Learning needs are met very well, meticulously based on this knowledge, leading to outstanding teaching. Care, guidance and support are also of the highest quality, because of staff's finely tuned monitoring of pupils' requirements and self-evaluation. This self-evaluation is always accurate, if rather modest. The resulting information is turned into exactly the correct strategies to ensure improved performance, especially with regard to teaching methods. Leadership responsibilities are equally shared between the headteacher, the senior leadership team and the knowledgeable governors. All other staff share in the hard work, drive and vision, so an excellent capacity for sustaining strong performance is indicated, even though the headteacher is to take up a new challenge elsewhere. Attainment at the end of Year 6 is significantly above average in terms of test results and work in books. This outcome is further verified in the staff's formal records of assessment. Similar patterns of improvement are evident in performance in the Early Years Foundation Stage. This follows a full review of provision for Reception children that was carried out after the last inspection.

Other outcomes are also strong, with several of outstanding quality. For example, whenever asked, pupils state that they enjoy school and responses in their parents' questionnaires support this view fully. Pupils are also very willing to confirm that they feel very safe and comfortable at school, because teachers have time for them and look after them very effectively. Behaviour is another outstanding feature and, during the inspection, was impeccable in all situations. Pupils are also prepared highly effectively for the future, with transfer days held for pupils moving to new classrooms within the school, as well as very good induction procedures for those going on to high schools. Spiritual, moral, social and cultural development is also outstanding. That said, although pupils contribute much in helping the school to run smoothly and take a full part in the locality, their opportunities to forge links with communities further afield are not quite this well developed. The management of safeguarding is good. Arrangements for staff vetting and all other statutory requirements are met well and governors understand such responsibilities very well.

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

- Ensure that pupils understand what they have in common and appreciate what is different culturally about people who live in different parts of the United Kingdom and overseas, by
  - expanding the curriculum to establish partnerships and, where possible, firsthand links with people of a range of ethnic and cultural heritages;
  - building on and expanding the school's very strong involvement in local events and community activities into equally strong national and global dimensions.

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

<b>1</b>
----------

Children's attainment on entry to Reception varies considerably from year to year and within years. This variability is reflected in pupils' work at the end of Year 2. Nevertheless, owing to good learning and rapid progress, more pupils in each cohort are at average levels or above than they are when they begin. In lessons, it was evident that this strong progress continues as pupils move through the school. By Year 6, attainment in English, mathematics and science is significantly above average, with pupils of all different backgrounds and prior attainments having progressed very rapidly, so achievement compared with starting points is outstanding. These judgements are confirmed in the school's data, as well as in pupils' classwork. For example, in a lesson involving Years 5 and 6, pupils' portrayals of characters from a written script were highly perceptive and grammatically accurate. They used further information from visual prompts and previous dialogue to extend and sustain their high quality writing to some considerable length. In a lesson in Years 1 and 2, Year 2 pupils wrote well-sequenced instructions for making guacamole. Teaching assistants were on hand to prompt skilfully, helping younger pupils in Year 1, and pupils with special educational needs to engage effectively with the task and to acquire skills very securely. Thus, learning and progress for individuals and all groups of pupils is very rapid. The school's data and assessment records indicate that similar very swift progress occurs in mathematics and science and pupils' work in books is of good quality in these subjects. Good quality displays show that standards are also good in art, history and languages. During the inspection, pupils also sang well in assembly and older pupils used skills in information and communication technology effectively to carry out research in a lesson in religious education.

All other outcomes are good at least. Some are outstanding. Pupils' attendance is above average. They are keen to learn and enjoy school greatly. They know much about what constitutes a healthy diet and take part in a wide range of sporting and other activities provided in and out of lessons. The school holds a Healthy School award. Pupils' contributions to the local community are very strong and help to build cohesion locally as, for example, when they attended a live meeting of the Parish Council to report on the school and its place in village life. Links with the Parish Church are also strong, with pupils often contributing to special services. Pupils are also respectful and express tolerant attitudes towards cultures different from their own. However, their experience of people with other than White British backgrounds is rather limited. That said, their

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

knowledge of other countries, acquired in lessons, is good. For example, younger pupils know a lot about Mexico. Pupils work and play together very sociably and their knowledge of what is right and wrong is very well developed and expressed maturely. Older pupils encourage and role-model good attitudes and helpfulness towards each other and to younger pupils. Pupils adopt reverent attitudes during moments of prayer and reflection and are also able to reminisce about times when they have been genuinely excited about something that they have seen or learned.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>1</b>
Taking into account: Pupils' attainment <sup>1</sup>	1
The quality of pupils' learning and their progress	1
The quality of learning for pupils with special educational needs and/or disabilities and their progress	1
<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>2</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>1</b>
Taking into account: Pupils' attendance <sup>1</sup>	2
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>1</b>

## How effective is the provision?

Teaching in lessons is often outstanding and, during the inspection, was never less than good. In the context of the school's mixed-age classes, pupils tend to stay with the same teacher for two years. Therefore, teachers and teaching assistants acquire knowledge of different pupils' preferred ways of learning exceptionally well. Strategies and interventions to help pupils make rapid progress are then planned accordingly. A particular point has been made of training teaching assistants to a high level of skill, so they can support teachers in the delivery of schemes such as Springboard mathematics

<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.

and Sound Discovery. Furthermore, governors, together with the headteacher, have planned the school's expenditure, so at least two assistants are available in addition to the teacher in each class. All of this means that individual pupils' needs are met quickly and precisely, so teaching time is always used advantageously and excellent achievement is ensured. These principles are applied to pupils of all social and ability groups, so progress is equally strong for all. It remains the case for pupils of low, middle or higher previous attainment, and also for those with identified special educational needs or disabilities, as well as the few from minority ethnic backgrounds. These strengths extend to the involvement of outside agencies and other schools and institutions. Whenever the need arises, advice is sought about how best to tackle barriers to pupils' learning. Such advice is acted upon conscientiously to adapt the curriculum, so different needs are met successfully. Teachers and teaching assistants are very willing to learn from such advice, so that it can be used to support others in the future or tried with pupils who have similar needs at maybe a less severe level. The headteacher and special needs coordinator are approachable and also take the initiative in involving parents in helping pupils, as is the case with all staff. Individualised plans for pupils with special needs are up to date, precise and indicate small steps that pupils need to make to progress effectively. All pupils know their targets and use them well. All subjects and aspects of the National Curriculum are effectively planned and adapted to local needs. Taster courses in modern foreign languages, including more regular French lessons, as well as personal, social, health and citizenship education are included very effectively. Many pupils state that they find lessons interesting and appreciate outings that enrich and enliven their experiences. One such, mentioned by several as a favourite, is a historical visit to West Stowe that clearly enhanced knowledge about Saxon settlers in their region of East Anglia. Well attended out of school activities are also varied and enrich pupils' learning. Much work has been carried out by staff to ensure that creativity and cross-curricular skills are well-represented in what is taught.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>1</b>
Taking into account: The use of assessment to support learning	1
<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 whole staff work very well together, accepting responsibility for managing key areas of provision, including maintenance of high quality teaching, learning and progress. Staff, governors and the headteacher also share a future vision and drive for improvement seamlessly. This means that the school is well placed to sustain its high

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

levels of performance, even though the headteacher is leaving. Indeed the governors know the school very well indeed and clearly articulate what they are looking for in a replacement. They express this in terms of a person with the knowledge and ambition to maintain upward trends in outcomes for all pupils, while also bringing something fresh and innovative. In this way, they seek to ensure the maintenance of present high levels of success in promoting equality of opportunity and tackling any kind of barriers to pupils' learning. Until a new appointment is made, the local authority has placed the responsibility for leadership and development in the hands of an experienced county headteacher with a proven record of accomplishment. Partnerships with parents and organisations in the locality are highly successful and valued. The headteacher, staff and governors have established that while links with the local community are strong, more can be done to reach out nationally and globally. Nevertheless, the school's strong performance and successful commitment to providing the best for pupils mean that value for money is outstanding.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>1</b>
Taking into account: The leadership and management of teaching and learning	1
<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>1</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>1</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>1</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>1</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>1</b>

## Early Years Foundation Stage

'I can only say that I feel highly privileged and fortunate that my child has entered such a wonderful Reception class'. These are the words of a parent whose views reflect those of most others whose children are in the Early Years Foundation Stage. Inspectors agree that the effectiveness of provision for this age group is indeed outstanding.

Improvement since the last inspection, when provision and standards were satisfactory has been remarkable. Since that time, a full review of what was taught and how has



resulted in a very rich environment. Resources are plentiful and attractive to the children and used in ways that promote a very good balance between child initiated and teacher directed activities. As a result learning and development are very secure and achievement is outstanding. The success of emphasis placed on helping children to settle quickly when they first arrive is evident. This is based on very good initial contact with families and home visits prior to entry to Reception. Children from a nearby playgroup visited during a session that an inspector observed. The teacher introduced the children to Rosy, a soft toy, and employed storytelling and imagination to remarkable effect diverting any feelings of apprehension amongst the children, so they settled very quickly. As a result, they soon joined in with older children, moving sensibly around the very well prepared available activities. Indoors and outside, all adults set up and use equipment highly successfully to ensure that progress is rapid across all areas of learning. They understand how young children learn best and use talk very effectively to extend vocabulary and to encourage interest in writing and mathematical ideas. This was seen in a role play area that was set up as a travel agency. Children talked about 'how many tickets' and wrote down notes.

The outstanding provision and very strong leadership leads to excellent outcomes. Because of their rapid progress, by the time they reach Year 1, most children attain the goals expected for their age group. They enjoy being in school greatly, behave very well with considerable independence and can explain much about what is healthy and what is not.

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

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>1</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	1
The quality of provision in the Early Years Foundation Stage	1
The effectiveness of leadership and management of the Early Years Foundation Stage	1

## **Views of parents and carers**

The partnership with parents is a very strong feature of the school's provision. Parents are overwhelmingly pleased with what it offers their children. Without exception, returned questionnaires indicate overall satisfaction with the experiences that are provided. Indeed, over half indicate strong agreement with this. A very small minority believes that unacceptable behaviour is not dealt with effectively. However, no poor behaviour occurred during the inspection. Whenever pupils themselves were asked about this, they felt that their friends are usually well behaved and, in their own words, that the few incidents that do occur 'get sorted out'.

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

Ofsted invited all the registered parents and carers of pupils registered at Newton Flotman Church of England Voluntary Controlled 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 59 completed questionnaires by the end of the on-site inspection. In total, there are 120 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	37	63	20	34	0	0	0	0
The school keeps my child safe	42	71	16	27	1	2	0	0
The school informs me about my child's progress	33	56	25	42	0	0	0	0
My child is making enough progress at this school	37	63	21	36	1	2	0	0
The teaching is good at this school	39	66	19	32	1	2	0	0
The school helps me to support my child's learning	30	51	26	44	3	5	0	0
The school helps my child to have a healthy lifestyle	34	58	25	42	0	0	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)	35	59	22	37	1	2	0	0
The school meets my child's particular needs	36	61	22	37	1	2	0	0
The school deals effectively with unacceptable behaviour	25	42	28	47	5	8	1	2
The school takes account of my suggestions and concerns	25	42	30	51	2	3	1	2
The school is led and managed effectively	35	59	22	37	1	2	0	0
Overall, I am happy with my child's experience at this school	35	59	24	41	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

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.**



14 July 2010

Dear Pupils

Inspection of Newton Flotman Church of England Voluntary Controlled Primary School,  
Norwich, NR15 1PR

Thank you for your tremendous support and friendliness when my colleague and I visited your school. You helped enormously to make the two days pass smoothly. I thoroughly enjoyed visiting your lessons and seeing your work. It is great that so many of you say you enjoy school a lot. I enjoyed speaking to you, including those of you who attended the meeting. All of them told me that your school is very good and I understand why you all might think this is so. Indeed, it is an outstanding school.

Below are some important things that emerged about your school.

Your teachers care for you and teach you exceptionally well.

Your learning and progress are outstandingly rapid and, by the time you leave, many of you achieve work that is well above the standard found in most schools.

You behave very well indeed.

You know a great deal about how to stay safe and see your school as a very safe place to be.

Your willingness to do jobs that help your teachers and to cooperate with each other and to help with local events is very good. I really enjoyed hearing about your visit to the Parish Council.

Your knowledge about other countries is helping you to understand that you have much in common with them and to respect the things that are different about them.

Nevertheless, I have asked your headteacher, staff and governors to find ways of helping you to meet more children from other backgrounds and ethnic groups face to face, so you learn even more.

All the adults involved in running your school have very good ideas to keep it excellent and you can help by telling them your ideas and continuing to work and enjoy it as well as you do now.

I wish you the very best for your future and hope that you will always enjoy learning in the future.

Yours sincerely

John W. Paull

Lead inspector

**Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 08456 404045, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).**