

Barnham Broom Church of England Voluntary Aided Primary School

Norwich Road, Barnham Broom, Norwich, NR9 4BU

Inspection dates 2–3 October 2014

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
Leadership and management		Good	2
Behaviour and safety of pupils		Outstanding	1
Quality of teaching		Good	2
Achievement of pupils		Good	2
Early years provision		Good	2

Summary of key findings for parents and pupils

This is a good school.

- The headteacher provides excellent leadership. She has developed a strong team of staff and governors who work effectively together to improve achievement.
- Rigorous checks on the quality of teaching encourage teachers to reflect on their work and make improvements.
- Children make good progress in Reception because teachers use assessment information to plan lessons that enable them to develop new skills quickly.
- Lessons are fun. Teachers plan activities in all subjects that pupils enjoy. Pupils have to think hard in lessons and this helps them make good progress, especially in mathematics.
- Pupils' attitudes to learning are exemplary. They are eager to learn and incredibly proud of their achievements.
- Teaching assistants provide good support to pupils who need extra help with learning which helps them catch up quickly.
- The new marking scheme makes it very clear to pupils how they should improve their work and pupils use this information to make corrections.
- Pupils' conduct is outstanding. They are polite to each other, adults and visitors. They feel happy and safe in school.
- The curriculum is enhanced by a wide range of visits. Together these contribute to pupils' strong spiritual, moral, social and cultural development.

It is not yet an outstanding school because

- The marking scheme for pupils' writing is new and has not had time to help pupils make better than expected progress in writing.
- Some younger pupils do not learn to read quickly because phonics (the sounds letters make) is not taught well in all classes.

Information about this inspection

- The inspector observed teaching and learning in all classes. She saw five lessons, all of which were jointly observed with the headteacher.
- The inspector listened to pupils read and observed the teaching of phonics in Reception, Year 1 and Year 2.
- Meetings were held with the headteacher, subject leaders, the Chair of the Governing Body and five other governors. A representative of the local authority was spoken to on the telephone.
- The 34 responses to the online survey, Parent View, were considered, together with the 18 responses to the staff questionnaire.
- The inspector and the headteacher looked at the work in pupils' books and the work displayed in all classrooms. She spoke to pupils about their lessons and their work.
- A number of documents were examined including improvement plans, records of meetings of the governing body, and information on the management of teachers' performance and the monitoring of teaching.

Inspection team

Emily Simpson, Lead inspector

Additional Inspector

Full report

Information about this school

- This is a smaller than average-sized primary school.
- Pupils are taught in five mixed-age classes: one for pupils in Reception and Year 1; one for pupils in Years 1 and 2; one for pupils in Years 3 and 4; one for pupils in Years 4 and 5; and one for pupils in Years 5 and 6.
- Almost all pupils are White British.
- The proportion of pupils supported by the pupil premium, which supports pupils known to be eligible for free school meals, is well-below average.
- The proportion of disabled pupils and those who have special educational needs supported at school action is above average. The proportion supported by school action plus or with a statement of their special educational needs is below average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.

What does the school need to do to improve further?

- Increase the proportion of pupils making good and better progress, especially in writing, by ensuring the new marking scheme is used well in all classes.
- Improve the teaching of phonics by making sure all teachers, teaching assistants and pupils use the correct sounds for different phonemes.

Inspection judgements

The leadership and management are good

- The headteacher's effective leadership has developed a strong team of teachers, teaching assistants and governors who all work well together to monitor and improve pupils' achievement. As a result pupils' progress in all year groups is good.
- Leaders have an excellent understanding of the school's strengths and areas for development. This evaluation is firmly based on accurate monitoring of teaching and pupil information. All of this is used to write detailed plans to improve the school further.
- The headteacher sets clear targets for teachers to improve their practice. These are clearly linked to pupils learning at a faster rate and are reviewed at termly meetings. Teachers benefit from attending a wide range of training courses to help them reflect upon and improve their teaching.
- The curriculum is well planned and provides a wide range of interesting subjects that enable pupils to use their skills in English and mathematics to good effect. Pupils are provided with numerous opportunities to reflect as they learn about their work, their friendships, their local community and differences in the world. This helps prepare them for life in modern Britain.
- The headteacher has built excellent partnerships with parents and they are very supportive of the school. Clear and detailed information about recent changes to the curriculum have been shared in meetings, in letters and on the school website. Parents appreciate this communication alongside the good information they receive about how they can support their children's learning at home.
- Subject leaders monitor their subjects well and have clear plans for improvement. These have been successful in improving rates of progress in mathematics across the school and in improving writing at Key Stage 1 and reading at Key Stage 2.
- Pupil premium funding is used to support small group teaching in English and to purchase additional support materials for mathematics. This very small group of pupils is tracked closely and they make the same good progress as their classmates showing wise spending decisions by school leaders.
- The local authority has provided minimal support to the school as its analysis of pupil progress information shows the impact of leadership on pupil achievement is good.
- Good use is made of the additional funding provided for primary school sports as part of the Olympic legacy. Staff have benefitted from training and new equipment has been bought. There has been an increase in participation levels in school sports clubs as well as improvements in pupils' health and fitness.
- **The governance of the school:**
 - The governing body, led by an excellent Chair, is deeply committed to its own training and development so members can challenge and support the headteacher as effectively as possible. They attend numerous courses and have completed recent reviews into their own effectiveness including their procedures for monitoring safeguarding.
 - Governors know the school well. The headteacher provides excellent information about how well pupils are doing in reading, writing and mathematics in all year groups. They use this to ask challenging questions and it guides their contribution to school self-evaluation and the writing and implementation of the school improvement plan.
 - Governors are frequent visitors to the school and conduct surveys of staff and parents to help them monitor the work of the school and improve it further.
 - The pay policy has been reviewed to ensure that pay progression is fully linked to pupil achievement.
 - Governors ensure all statutory safeguarding requirements are met.
 - The governing body is fully informed about the new curriculum and is kept informed about the school's work in developing new assessment systems.

The behaviour and safety of pupils are outstanding

- The behaviour of pupils is outstanding. Pupils are immensely positive about their school and their learning. They love to acquire new skills, knowledge and understanding so arrive smartly, eagerly and punctually to school each morning.
- Attendance is tracked carefully by the headteacher and has improved in recent years. It is now above average.
- Pupils behave exceptionally well alongside each other when working and playing. Parents, staff, pupils and school behaviour records concur that behaviour is excellent in school.
- Pupils are given additional responsibilities and approach these sensibly and with maturity. House captains independently establish rewards for pupils in each house attaining the most house points each week. They designed their own certificates and award them each week in the celebration assembly.
- Pupils are proud of their work. They enjoy discussing and sharing their achievements. Their books and handwriting are very neat because they are careful when completing all activities.
- The school's work to keep pupils safe and secure is outstanding. All policies and procedures are comprehensive and up to date and there is a particularly strong emphasis on preparing pupils to keep safe when using social media. Case studies show the headteacher is quick to work with outside agencies if a concern arises about a pupil's welfare.
- Pupils have a good understanding of the importance of keeping safe in a variety of situations including when riding their bikes or using computers. They understand that it is wrong to use discriminatory language and school records show only one incident of a racist nature in the last three years which was appropriately dealt with and has not been repeated.
- Pupils say that there is no bullying within the school but are confident that if it did occur it would be dealt with effectively. They understand about the different types of bullying and have an excellent understanding of the dangers associated with the use of the internet.

The quality of teaching is good

- Teaching is good and some is outstanding, especially in the higher year groups. Teachers plan lessons that pupils find interesting and enjoyable so they listen carefully, complete their tasks well, develop useful knowledge and understanding and make good progress.
- Teachers make sure pupils develop accurate skills. In mathematics, pupils in Years 4 and 5 were taught how to carefully use and read a protractor when working out the differences between types of triangle. Clear instruction from the teacher enabled pupils to be successful. Work in books shows this high expectation of accurate work is consistent in all areas of mathematics and helps pupils make fast progress.
- In lessons teachers provide good support to all groups of pupils. More-able pupils are provided with harder work that makes them think very carefully. Pupils enjoy this challenge.
- Teachers assess pupils' learning frequently either by reviewing learning in lessons or by more formal assessments, for example, tests. This combination of information is used to set targets for pupils. Pupils can clearly explain what their targets are and how they use them to improve their work. In lessons pupils frequently refer to their 'target bookmarks' when completing work in a wide range of subjects. This helps them produce good work in a wide range of subjects.
- In most classes marking is very detailed. It shows pupils precisely how to make their work better and

pupils use this information to enter into a 'marking dialogue' with their teachers, showing them how they have made improvements. This marking scheme is new and is very popular with the pupils. It is too early to see what impact it has on improving progress in writing.

- Teaching is good in a range of subjects. Pupils particularly excel in art because they are taught how to use a variety of resources carefully and to good effect. They enjoy art and develop a good awareness of art history whilst learning new skills. This work is enhanced by visits to local galleries, including the *Sainsbury Centre for Visual Art*, and is used as a stimulus for high quality writing. These good links between subjects help pupils enjoy their learning and make good progress.
- Teaching assistants provide good support for learning. They are skilled at running small groups for pupils who are at risk of falling behind in their learning. They help monitor the progress of these pupils and as a result these pupils quickly catch up.
- Phonics is not always taught well. In some lessons teachers do not use the correct sounds when pronouncing phonemes. This inevitably limits pupils' progress when learning to link letters and sounds and therefore when learning to read new and unfamiliar words.

The achievement of pupils is good

- By the time pupils leave school at the end of Year 6 their attainment is one and a half terms ahead of pupils nationally in reading and mathematics and at a similar level to pupils nationally in writing. All pupils make at least expected progress and the proportion that make at least good progress in reading and mathematics is high compared to national figures.
- Pupils make good progress in Key Stage 1, especially in mathematics, because pupils are given a good range of apparatus to use in lessons to help them learn new concepts. These resources, together with good teacher assessment and carefully planned lessons help pupils make good progress.
- Pupils make good progress as they journey through the school. Teachers and school leaders monitor their progress carefully and use the information to set targets for improvement. They use this information to provide support and intervention should any gaps in learning or slower rates of progress occur.
- Scores for the Year 1 phonics check have fluctuated over recent years. There is not a consistent approach to phonics and some teachers do not pronounce the correct sounds for letters when teaching phonics lessons. When combined these factors limit progress in pupils' abilities to learn to read fluently at a young age.
- Pupils achieve well in reading in Key Stage 2. Their ability to comprehend what they read is monitored closely in guided reading sessions and they develop a passion for reading a variety of books. This helps them achieve highly in reading.
- Disadvantaged pupils represent a very small group; it is therefore not possible to comment on their attainment without identifying individuals. However they make the same good progress as their classmates and pupils nationally.
- Pupils who are disabled or who have special educational needs receive excellent support from teachers and teaching assistants. These pupils make good progress in school.
- More-able pupils do well in school and make good progress because they respond well to the level of difficulty in their work which makes them think carefully and work hard.

The early years provision is good

- Children begin in Reception with skills that are broadly typical for their age. The Early Years Foundation Stage leader has introduced good systems to use when observing children’s learning and teachers use this information to plan the next steps in children’s learning development. As a result the proportion of children reaching a good level of development has risen in recent years to be above national averages and children are well prepared for Year 1.

- Children are eager to learn and develop their skills when completing activities in the classroom and in the stimulating outside area. The mixed-age classroom is well organised so children have the same opportunities as those who attend schools with a single Reception class.

- A strong emphasis is placed on developing good manners from the youngest age and children happily sing a ‘please and thank you’ song as they share snack time together.

- Parents are particularly pleased with how well their children settle in Reception and how enthusiastic their children are when finding out new things.

What inspection judgements mean

School	Grade	Judgement	Description
	Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
	Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
	Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
	Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	121199
Local authority	Norfolk
Inspection number	448513

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	114
Appropriate authority	The governing body
Chair	Emma Muttitt
Headteacher	Heather Benson
Date of previous school inspection	2 February 2010
Telephone number	01603 759656
Email address	office@barnhambroom.norfolk.sch.uk

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