

Barnham Broom Church of England Voluntary Aided Primary School

Inspection report

Unique Reference Number	121199
Local Authority	Norfolk
Inspection number	339894
Inspection dates	2–3 February 2010
Reporting inspector	Mary Summers

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	119
Appropriate authority	The governing body
Chair	David Cargill
Headteacher	Keith Wright
Date of previous school inspection	1 October 2006
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Introduction

This inspection was carried out by two additional inspectors. Inspectors spent about half of their time observing learning, visiting five teachers and 11 lessons altogether. They met with groups of governors, staff and pupils, looked at a range of school policies and plans, records of pupils' progress and the 87 questionnaires submitted by parents.

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

- achievement in mathematics at Key Stage 2, especially of the more able pupils
- boys' achievement in writing at Key Stage 1
- how well pupils are involved in assessing their own learning and how well they understand what they have to do to improve
- the impact of subject leaders on pupils' achievement.

Information about the school

Pupils come from a wide area to attend this small school. Almost all are from White British backgrounds. Fewer pupils are entitled to free school meals than is typical in a school of this size. The proportion of pupils identified as having special educational needs and/or disabilities is below average overall although varies widely in each year group. In some year groups, it is broadly average. Those pupils who are identified often have difficulties relating to dyslexia.

A fire in January 2008 resulted in extensive damage, especially to books and equipment, most of which were destroyed. The school was only fully restored in December 2008.

The school has won a number of awards in recent years, including Healthy Schools. The school runs a before- and after-school club called 'The Den'. The 'Happy Days Under Fives,' a privately run organisation, that operates from the school site is inspected separately.

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

Inspection judgements

Overall effectiveness: how good is the school?

2

The school's capacity for sustained improvement

2

Main findings

Pupils like coming to school as their good attendance shows. They enjoy the wide range of activities that adults plan for them to make learning exciting. Pupils feel very safe and well cared for. They flourish in the warm and welcoming atmosphere that the school provides. Parents and carers agree, one writing, 'My child skips into school every day - that tells me everything!'

Pupils make good progress and gain above-average standards in the national tests and assessments. They show positive attitudes to learning, engaging well in activities and always trying their best. A recent drive to ensure that more-able pupils are challenged effectively in lessons, especially in mathematics at Key Stage 2, has been successful. These pupils are now working at high levels, because teachers are setting more difficult work, including complex mathematical investigations. In a Year 6 lesson on factors, for example, pupils looked for patterns in the sum of three consecutive multiples, coming up with a formula to make their calculations easier. They were thoroughly involved in the activity, working well together to test out ideas on one another.

Teaching is generally good with some that is outstanding. Teachers are using the newly introduced assessment system effectively to check that pupils are making enough progress and that their lessons help individual pupils take the next steps in their learning. The information also highlights pupils at risk of underachievement and these pupils are carefully targeted and extra support is given to help them catch up. Pupils have positive attitudes to learning but they do not have a clear enough understanding of how well they are doing and what they have to do to improve. They are not involved enough in assessing their own work and in setting targets for improvement. This reflects the views of several parents and carers who would like to know more about how well their children are doing.

Children in the Early Years Foundation Stage make satisfactory progress. They engage readily in the activities that are provided for them, working well together and developing good levels of independence. The activities led by the teacher are useful in promoting basic reading, writing and mathematical skills but the activities on offer for children to choose for themselves often lack interest and excitement. The use of the outdoor area is not planned well enough to support children's learning in all areas of their development. The headteacher has led the school well over recent years, overcoming the difficulties caused by the fire in 2008. He and the staff have been supported extremely well by the local community with whom links are strong and very beneficial to children's learning and development. The headteacher has led improvement well, developing new assessment systems that provide an excellent range of data which is analysed carefully

to identify any underachievement amongst individuals or particular groups. His clear analysis of the school's performance, combined with a track record of improvement, ensure that the school has a good capacity to improve in the future.

What does the school need to do to improve further?

- Improve children's achievement in the Early Years Foundation Stage by:
 - ensuring that activities that children choose for themselves are more stimulating and challenge them successfully in all areas of their learning
 - using the outdoor area more effectively to promote learning in all aspects of children's development.
 - Extend pupils' understanding of how well they are doing, provide opportunities for them to assess their own learning and set targets for improvement.

Outcomes for individuals and groups of pupils

2

Pupils are polite and well behaved. They know how to keep safe. One pupil checked that an inspector was wearing a school badge, to ensure she was an approved visitor. Pupils get on well together. They have an excellent understanding of different cultures and faiths through their studies in religious education, music, art and geography and also through activities in the after-school club. They have a good understanding of healthy lifestyles due to the work done to gain the Healthy Schools award. Although only a few pupils attend breakfast club, they clearly enjoy the relaxed start to the day as well as the healthy options provided. Many enjoy the nutritious school lunches and take part in sports clubs regularly after school. Packed lunches often include crisps, however, even though pupils know these are not a healthy option. Pupils are very proud of their work on the school council and have raised funds for charities by holding cake sales. They take part in local hospital radio via links with a community project and in music and drama performances in a variety of nearby venues.

In lessons, pupils are attentive. Work in their books shows they are making good progress. They work with sustained concentration and are keen to do well, although they are not always clear about how well they are doing. In discussion, pupils said they would welcome more information from teachers so they could understand exactly what they had to do to improve.

Good analysis of assessment information revealed that boys were not making enough progress in writing at Key Stage 1. New strategies were introduced to ensure that boys were more fully engaged in writing activities and these have been successful in redressing the situation. Currently, pupils in Years 1 and 2 are writing 'books' about 'Arctic Adventures', a topic which has enthused boys and girls alike. Throughout the school, pupils with dyslexia are making good progress because of the individual support provided. Pupils reach above-average standards in the national tests at the end of Year 6 and are well prepared for the next stage of their education.

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

These are the grades for pupils' outcomes

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

How effective is the provision?

Pupils' good progress is due to good quality teaching and a stimulating curriculum which is tailored well to their needs and interest. A strong focus on learning in every lesson ensures that little time is wasted. Good levels of challenge are set in English and mathematics for more-able pupils and effective support is provided for pupils with learning difficulties. Lessons are usually presented in a way which captures pupils' interest and concentration although sometimes pupils spend too much time listening to the teacher rather than doing things for themselves.

There are good opportunities in lessons for pupils to practise their basic skills in reading, writing and mathematics and to take part in conversations with adults and their friends, thus promoting social and communication skills. They enjoy the wide range of after-school sports clubs although a few pupils would like clubs for things other than sport. A visit by the water authority education services during the inspection stimulated much discussion about care for the environment as well as science investigations to find out what could and could not be washed down the drain. Key Stage 2 pupils learn African drumming and dance, and sing enthusiastically in concerts and presentations.

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

Their performance is of an excellent standard.

There are very effective systems in place to ensure pupils' safety and to provide high levels of care and support for individual pupils. The headteacher knows every child personally and keeps a close eye on their progress. Adults running the breakfast and after-school club have extremely positive relationships with the pupils, knowing their individual likes and dislikes and taking a keen interest in their achievements. This means that pupils feel relaxed and confident to speak up if they have any concerns.

These are the grades for the quality of provision

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

How effective are leadership and management?

The headteacher receives strong support from pupils, parents, governors and staff. He consults all of these groups when evaluating school performance and drives improvement well. He manages his time very effectively, balancing a teaching commitment with the demands of his leadership role. Subject leaders perform a satisfactory role, but have yet to fully carry out their planning and monitoring responsibilities.

Governors know the local community well and do much to promote effective links with, for example the local church and country club. The school works extremely well with outside agencies which provide a wide range of experiences that benefit pupils' learning and development. Links with the local cluster of schools and with the local authority have supported improvement in, for example, mathematics teaching. Governors help to ensure that the school is inclusive and encourages equality of opportunity extremely well. Consequently there is no difference between the progress made by different groups in the school. They are promoting community cohesion very effectively, within the immediate locality, wider United Kingdom communities and overseas. Links with a school in Zimbabwe for example, have enabled pupils to exchange photographs and information to develop their understanding of life in different communities.

Procedures to ensure safeguarding are robust and regularly reviewed. Governors take a keen interest and monitor the effectiveness of the policy during their regular visits to school. The deficiencies in the breakfast and after-school club highlighted in the last inspection report have been effectively addressed. The setting now operates well, and the headteacher monitors provision carefully.

These are the grades for leadership and management

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

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	1
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	1
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Good induction procedures ensure that children feel safe, settle quickly and develop their self-confidence. They are developing a good understanding of healthy living and follow routines which develop good hygiene practices. For example, unprompted by adults, they washed their hands before mixing the ingredients for their gingerbread men.

Children enter Reception at levels that are broadly typical for their age, make satisfactory progress and reach levels that are in line with national expectations by the end of the year. They make good progress in communicating their ideas, in learning their letters and sounds and in simple calculation because of effective group teaching. They retold the story of 'The Gingerbread Man' very enthusiastically, for example, using puppets to help them. Progress, while satisfactory, is not as rapid in other areas of their learning. The activities provided for children to choose for themselves often lack focus and interest and do not engage the children well enough. The outdoor area is not fully utilised to offer a complete range of activities for children to develop particular aspects of their learning.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	3
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

Views of parents and carers

Virtually all the families in the school returned a questionnaire. Parents and carers were positive, commenting that their children enjoy school and that they are safe and well cared for. They said that their children were developing a good understanding of healthy lifestyles and were being well prepared for their future education. Several noted that they would like more information about how well their children were progressing and inspectors agree, as the current information provided is not as clear as it might be. A few parents said that they thought that there was limited challenge provided for more-able children. Inspectors found that the school had already identified this and has adapted teaching to ensure that these pupils' learning is extended more effectively.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Barnham Broom Church of England Voluntary Aided 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 87 completed questionnaires by the end of the on-site inspection. In total, there are 119 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	53	61	32	37	1	1	0	0
The school keeps my child safe	56	64	30	34	0	0	0	0
The school informs me about my child's progress	23	26	49	56	12	14	0	0
My child is making enough progress at this school	22	25	52	60	10	11	0	0
The teaching is good at this school	31	36	48	55	4	5	0	0
The school helps me to support my child's learning	33	38	43	49	9	10	0	0
The school helps my child to have a healthy lifestyle	51	59	35	40	1	1	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)	36	41	40	46	3	3	0	0
The school meets my child's particular needs	28	32	42	48	9	10	0	0
The school deals effectively with unacceptable behaviour	22	25	52	60	5	6	1	1
The school takes account of my suggestions and concerns	24	28	49	56	5	6	0	0
The school is led and managed effectively	52	60	29	33	3	3	0	0
Overall, I am happy with my child's experience at this school	56	64	28	32	3	3	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 inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

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 were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

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">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.■ The effectiveness of care, guidance and support.
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.



4 February 2010

Dear Pupils

Inspection of Barnham Broom Church of England Voluntary Aided Primary School,
Norwich, NR9 4BU

Thank you so much for welcoming us to your school recently and telling us your opinions about your school. Your views, along with everything else that we saw, helped us form a clear view about how well your school works. This is what we found:

Your school is giving you a good education which is preparing you well for the future.

Your school keeps you safe. All the adults take very good care of you.

You understand what it means to be healthy and many pupils enjoy the nutritious school dinners but packed lunches often contain crisps - not a healthy option!

You are happy in your school and support and respect each other well. You have a really good knowledge of life in other communities and cultures.

Your behaviour is good in lessons and around the school.

You are all keen to do your best at school. We have asked the adults to give you more information about how well you are doing, and to involve you more in assessing your own work and setting your own targets for improvement.

The teaching is good and you make good progress

The children in Reception settle quickly and enjoy school but some of the activities could be more exciting so that they make faster progress in their learning and development.

You can play your part in helping your school become even better by making sure you continue to work hard and behave well.

Yours sincerely

Mary Summers

Lead inspector

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