

Bacton First School

Inspection report

Unique Reference Number	120781
Local Authority	Norfolk
Inspection number	358841
Inspection dates	30 September 2010–1 October 2010
Reporting inspector	Judith Dawson

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

Type of school	First
School category	Community
Age range of pupils	4–8
Gender of pupils	Mixed
Number of pupils on the school roll	35
Appropriate authority	The governing body
Chair	Mr Chris Pooley
Headteacher	Mrs Sandra Humphreys
Date of previous school inspection	21 September 2007
School address	Walcott Road Bacton, Norwich NR12 0EY
Telephone number	01692 650240
Fax number	01692 650240
Email address	head@bacton.norfolk.sch.uk

Age group	4–8
Inspection dates	30 September 2010–1 October 2010
Inspection number	358841

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 assesses 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 0300 1234 234, or email 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.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

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

T: 0300 1234 234

Textphone: 0161 618 8524

E: enquiries@ofsted.gov.uk

W: www.ofsted.gov.uk

© Crown copyright 2010

Introduction

This inspection was carried out by an additional inspector. She observed two teachers in four lessons and held meetings with the Chair of the Governing Body, staff and groups of pupils. She observed the school's work, looking at pupils' work, the school's tracking of pupils' progress, plans for development and improvement, teachers' planning, attendance and the school's policies and procedures. She also analysed 19 parental questionnaires.

The inspector reviewed many aspects of the school's work. She looked in detail at the following:

- How well subjects are integrated across the curriculum.
- The extent of pupils' involvement in planning their learning and evaluating their work.
- Whether children in the Early Years Foundation Stage and their parents contribute to their records of achievement.
- The accuracy of the school's judgements about the standards pupils attain and the level of attendance.

Information about the school

This is a very small first school with two classes. It will become a full primary school in September 2011. Almost all pupils are from White British backgrounds. No pupils have statements of special educational needs, but a higher proportion than average have special educational needs and/or disabilities which include specific or moderate learning difficulties or speech, language and communication needs. The school has Healthy Schools status and attained the Activemark two years ago. It is part of the North Norfolk Schools Sports Partnership. A privately run playgroup uses the school for half a day each week. This will be inspected separately.

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

This is a good school, much appreciated by the parents who are unanimous in their praise for their 'safe, supportive, well-managed school'. The headteacher, who has a large teaching commitment, and the staff are united in their aim to provide the best possible education and care for the pupils. They have high expectations, both of themselves and of the pupils, and know each pupil extremely well. They make sure that they plan work that challenges all abilities while providing the support and encouragement that enables pupils to learn with confidence. As a result, although there are a significant number of pupils with speech and language or learning difficulties in the current Year 3 and Year 2, standards are average. This represents good progress from their starting points. Standards vary significantly from year to year because of the small cohorts and are often above average, as the school's self-evaluation indicates.

Pupils have a good understanding of how to keep safe and healthy. They take good care of each other, with older pupils often supporting the new Reception children without prompting, reflecting the good care, guidance and support they receive within the family-friendly ethos of the school. Pupils' attendance is now above average an improvement on the previous year, confirming the accuracy of the school's judgement. Pupils enjoy coming to school. They carry out a range of simple duties conscientiously and work hard in their lessons. However, all the decisions about the quality of their work, what they need to do to improve it and what they will learn about are made by their teachers. Pupils do not know their targets. All teachers give the pupils wise advice during the lessons but even the oldest pupils are very rarely given written advice which enables them to take responsibility for improving their learning. Pupils have few opportunities to follow their own interests and practise their skills independently. Pupils make good progress because their teachers ensure that the work meets the needs of each individual, but have little responsibility for organising their learning and challenging themselves to extend their own personal skills. They have no input into the school's plans for the future or the day-to-day management of the school.

The school has built on its strengths since the last inspection. The headteacher, teachers and governors lead and manage the school well. Plans for improvement and development, based on an accurate analysis of the school's strengths and needs, are focused on further improving the outcomes for pupils as well as ensuring that the accommodation, resources and skills are in place to accommodate the older age groups as the school grows. This ensures a good capacity for further improvement. The curriculum is increasingly being planned so that the skills needed for a range of subjects are taught through 'topics' or themes. Good links with other agencies and local businesses enhance the provision, although the school is aware that more needs to be done to help pupils experience the diversity of cultures and socio-economic circumstances beyond Bacton.

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

What does the school need to do to improve further?

- Help pupils to take more responsibility for their learning in order to raise attainment and to contribute to school development by:
 - providing older pupils with written advice on how to improve and extend their work
 - involving all pupils in setting targets for improvement, generated from evaluating their own performance and that of their peers
 - providing more opportunities for pupils to apply and extend their skills to pursue their own interests and lines of enquiry
 - creating opportunities for pupils to become more involved in the day-to-day running of the school.
- Consolidate and implement plans to develop community cohesion by promoting engagement with a diverse range of community groups beyond the school and village.

Outcomes for individuals and groups of pupils

2

Although children make good progress in the Early Years Foundation Stage, over half the pupils in the present Year 2 and Year 3 joined Year 1 with knowledge and skills that are below those expected of their age, especially in communication, reading and writing. However, the cohorts are very small and there are variations from year to year and pupils now in Year 1 are working at above age-related levels in reading, writing and mathematics. Whatever pupils' starting points or abilities are, they achieve well in Bacton First School because of the good provision. They behave well, respecting their teachers and each other, delighting in others' achievements. They are eager to share their knowledge and to contribute to class discussions. Pupils in Year 2 and 3, for example, enjoyed suggesting a range of outrageous objects that could be carried in 'Great Witch Aunt Enid's' pocket. In both classes, pupils carry out small tasks such as delivering the registers, or working the music systems. They use information and communication technology well to support their learning. Pupils demonstrate good levels of responsibility for their health and personal safety and have a secure understanding of right and wrong and fairness. They enjoy their interesting topics and the good opportunities for sport and the arts and have a good knowledge of the similarities between Christianity and other major faiths. Their good progress in developing their academic skills ensures they leave the school well-prepared for their future education.

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

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	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
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	3
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	2

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

How effective is the provision?

The teachers and teaching assistants have very good relationships with the pupils and their parents. The happy and purposeful environments as well as the effective teaching provide a good climate for learning. Teachers track pupils' progress accurately and regularly, ensuring that they plan work that meets the needs of all abilities and both age groups in each class. Any dips in progress are responded to so that they are short lived. Good support by the teachers and teaching assistants for pupils with learning or speech and communication difficulties enables them to make good progress alongside their peers. Lessons are lively and effective questioning encourages pupils to think. Adults are aware that communication is difficult for some pupils and ensure that their comments are listened to and valued. However, the lack of written advice for the older pupils and the random storage of younger pupils' work in folders prevent them from having the satisfaction of seeing how they have improved over time.

The good range of topics covered during the year ensures that pupils gain the knowledge and skills they need across the curriculum. Topics are carefully planned so that there is a balance of subjects within them while maintaining an appropriate focus on the development of literacy and numeracy skills. The pupils enjoy their topics. One pupil, for example, vividly recalled what he had learnt about Ancient Egypt. The school makes good use of the local environment as a focus for some topics. However, because they are totally planned by the teachers, there is little scope for pupils to explore aspects that interest

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

them in depth. The good range of extra-curricular activities, including a football club run by a parent who is a local physical education teacher, are well-attended. The effective curriculum for personal, social and health education ensures pupils' personal development needs are met, although opportunities for pupils to take responsibility are less well developed. The good systems for ensuring pupils are safe, and the work with external agencies to support individual pupils, ensure pupils' welfare needs are met.

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	2

How effective are leadership and management?

All staff responsible for pupils' education and welfare and the administration of the school work extremely well together to ensure pupils' needs are met. In this very small school, each member of staff has a significant number of responsibilities. These are shared, where possible, so that the flexible arrangements allow the headteacher to fulfil her large teaching commitment effectively. Staff are constantly seeking ways to improve their practice and make sure that they support each other through observations of lessons. These inform performance management and professional development by confirming good practice and identifying areas for improvement. Governors support the staff well, observing lessons and helping evaluate progress towards school targets. The hard work and support of the staff, governors, parents and the local community have helped to ensure the school's future as a primary school. This is a school which strongly promotes equality of opportunity. Although there have been no pupils with disabilities, or with circumstances that make them vulnerable, in recent years, there are rigorous systems in place to accommodate and support such pupils. The very few pupils and parents from ethnic minority groups are very much part of the school community. Systems for safeguarding all pupils are rigorous and effective and the school is a secure place to be. There are good links with parents, local schools and businesses. The parent-teacher organisation has helped to raise significant sums for the school and the school is well supported by the local gas terminal. Although pupils respond to international disasters through charities, they have very few links with communities beyond Bacton. There are appropriate plans for promoting community cohesion to help broaden pupils' horizons, but these have not yet had an impact.

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

These are the grades for leadership and management

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	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Children have a good start to their education. Effective links with the playgroup ensure they quickly settle into school life. The teacher liaises with and advises play group staff, which also helps to ensure a smooth transition into school. The teacher and teaching assistant are skilled early years practitioners. Children are helped to develop good personal and social skills. Although children are in the same class as pupils in Year 1, adults ensure that they learn through a good mix of adult-led and child-initiated learning experiences. The flexible use of the outdoor area encourages role-play and investigation. For example, when looking at shelters on a windy day, children tried to find ways of stopping their constructions blowing down. The well-planned curriculum for the Early Years Foundation Stage, the rigorous attention to safety and effective teaching ensure that children make good progress from their starting points. The relaxed and stimulating environment encourages children, including those with delayed speech and language skills, to join in discussions with confidence and enthusiasm. Movement towards the more formal learning expected of Year 1 pupils is seamless as adults match the activities to meet children's developmental needs. Good links with parents, who, with their children, contribute to children's profiles, ensure that they are well-informed and involved in their children's learning. However, completed written tasks are stored in folders and are not easily accessible to the children, who quickly forget about their efforts and cannot see how they have improved over time.

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

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
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

A large percentage of parents completed the questionnaire and they were unanimous in their praise for the work of the school and their children's experiences. Where there was a concern about progress, a parent made it clear that the school was not at fault. Another parent commented that there was no written record to show that parents have been told if their child has had an accident in school. This was investigated during the inspection. It was found that accidents, incidents and the action taken are recorded conscientiously. However, the school does not record when parents have been informed and has been asked to do so in future.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Bacton First 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 inspector received 19 completed questionnaires by the end of the on-site inspection. In total, there are 35 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	13	68	6	32	0	0	0	0
The school keeps my child safe	16	84	3	16	0	0	0	0
My school informs me about my child's progress	15	79	4	21	0	0	0	0
My child is making enough progress at this school	11	58	7	37	1	5	0	0
The teaching is good at this school	15	79	4	21	0	0	0	0
The school helps me to support my child's learning	15	79	4	21	0	0	0	0
The school helps my child to have a healthy lifestyle	13	68	6	32	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)	10	53	7	37	0	0	0	0
The school meets my child's particular needs	13	68	6	32	0	0	0	0
The school deals effectively with unacceptable behaviour	11	58	7	37	0	0	0	0
The school takes account of my suggestions and concerns	9	47	7	37	0	0	0	0
The school is led and managed effectively	14	74	4	21	0	0	0	0
Overall, I am happy with my child's experience at this school	16	84	3	16	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 all 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	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

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 are for the period 1 September 2009 to 31 March 2010 and are the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn and spring terms 2009/10 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">■ 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 pupils' 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 October 2010

Dear Pupils

Inspection of Bacton First School, Norwich, NR12 0EY

Thank you all very much for your friendliness and help when I visited your school recently. I really enjoyed seeing how much you enjoy your school, how hard you work and how well you care for each other. I agree that you have a good school and that the grown-ups take good care of you and was very pleased to hear how much you enjoy learning about new things.

You have good teachers. They carefully track your progress so that they can match the work to your needs. When you are good at something, the teacher helps you to be even better. When you need extra help you are given it. This way, you all make good progress. At present, it is the adults who are deciding how well you have done and what you need to do to improve. I have asked them to help you to take more responsibility for these yourselves. I want those of you in Years 2 and 3 to be given written advice in your books to help you improve or extend your work so that you can set your own targets to make your work even better.

I would like you all to help plan some of your learning and have time to work independently on aspects of the topics that interest you. This will help you organise and extend your studies yourselves and practise your skills while pursuing your own interests, making learning even more fun! I would also like you to take more part in the day-to-day running of your school. You can all help by making suggestions about how to make your school even better.

Your school is well led and managed and there are good links with local businesses and schools. I have asked those in charge of the school to make contact with people who have different ways of life, different beliefs and live in places that are very different from Bacton to help you understand more about the lives of others. I was impressed by your mastery of French. It would be good to communicate with people elsewhere in England or abroad. I wish you all the very best as your school grows.

Yours sincerely

Judith Dawson

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. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 1234 234, or email enquiries@ofsted.gov.uk.