

# The James Bradfield CofE Community Primary School

Inspection report

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<b>Unique Reference Number</b>	121057
<b>Local Authority</b>	Norfolk
<b>Inspection number</b>	363931
<b>Inspection dates</b>	19–20 May 2011
<b>Reporting inspector</b>	Robert Greatrex

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

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<b>Type of school</b>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	78
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Susan Cromarty
<b>Headteacher</b>	Andrew Beeson
<b>Date of previous school inspection</b>	11 May 2010
<b>School address</b>	Wretton Road Stoke Ferry, King's Lynn PE33 9QJ
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## Introduction

This inspection was carried out by two additional inspectors. Inspectors observed 12 lessons. They saw the work of four teachers working with classes, groups or individual pupils. Inspectors held meetings with pupils, parents and carers, staff, senior leaders and members of the governing body. The inspectors observed the school's work, and looked at external monitoring reports, pupil performance data, development planning and safeguarding documentation. The inspection took account of the responses from 47 questionnaires from parents and carers, as well as those from school staff and pupils.

The inspection team reviewed many aspects of the school's work and looked in detail at a number of key areas.

- Are pupils in Key Stage 2, particularly the more able, making the progress they should, particularly in mathematics?
- What is the school doing to improve boys' reading in Key Stage 1?
- Are pupils clear about what they have achieved and the next steps in their learning?
- Does grouping pupils in mixed-age classes promote accelerated learning?
- Does planning for future improvements link to how and when the plans will be reviewed so that the school can accurately evaluate how it is doing?

## Information about the school

James Bradfield Church of England Community Primary is much smaller than most primary schools. Nearly all pupils come from White British families. The proportion of pupils with special educational needs and/or disabilities is broadly average, as is the proportion with a statement of special educational needs. These pupils have a range of needs including specific learning and behavioural, emotional and social difficulty. The proportion of pupils who speak English as an additional language is very low. The percentage of pupils known to be eligible for free school meals is broadly average. Since its last inspection, the school has been subject to a notice to improve.

The school has achieved the Activemark.

**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?**

**3**

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

**3**

## Main findings

In accordance with section 13 (5) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires significant improvement.

James Bradfield School is a satisfactory school that is improving steadily. The progress noted at the monitoring visit in November 2010 has continued at a satisfactory pace. Everyone spoken to - staff, governors, local authority personnel and parents and carers are confident that: 'The school is moving in the right direction,' and, 'The last inspection was a real turning point for the school, everyone realised we needed to change.' Pupils also feel that their school is improving. They say that they find lessons more interesting and have a better sense of the progress they are making.

Standards are broadly average by the end of Key Stage 2. Standards in English and mathematics are rising because the school has strengthened teaching in Years 4, 5 and 6. Learning and progress are accelerating in these year groups particularly because teachers use assessment more effectively to identify individuals or groups who need additional support or challenge. Whether struggling with a subject or finding it easy, pupils receive work correctly matched to their abilities so that all are making good progress in these year groups. For example, able pupils are achieving the higher levels of which they are capable. This is true in all subjects including mathematics which was a particular concern at the last inspection. Consequently, teaching is satisfactory overall so learning and progress are also satisfactory. Teaching assistants work closely with the teacher and this, too, is a significant improvement. Pupils with special educational needs and/or disabilities benefit particularly from support more closely matched to their needs. While marking and target setting ensure pupils have a basic understanding of how they are doing, this is not yet fully embedded.

Senior leaders have improved the tracking of pupils' progress. They hold regular meetings with staff to discuss how well each pupil is doing and to target resources strategically if the progress of individuals or groups gives rise to concern. The behaviour management policy is now consistently implemented by all staff, and pupils, staff and parents and carers say it is much improved. Learning, too, benefits. The school's staff have begun to engage and involve parents and carers more in improving the school but there is much still to be done. For example, parents and carers are not generally well-informed about how their children are progressing. Furthermore, they are insufficiently involved in agreeing their children's targets, particularly in writing. Consequently, some parents and carers are concerned that they cannot help their children as much as they might and that their impact on their children's achievement is limited.

Pupils feel safe in school because they believe staff care for them well. Achievement and relationships are better because of more focused support. Pupils' self confidence and self esteem is high because carefully chosen activities develop them well. In Year 6, for

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example, pupils acknowledge one another's strengths and attributes. They behave well and form positive relationships with other pupils and staff. Pupils say they enjoy the more cross-curricular approach, where new learning in one subject often reinforces and consolidates previous learning in another.

Senior leaders drive improvement satisfactorily. They monitor teaching and learning accurately. Self-evaluation procedures are also sufficiently robust to give the school a satisfactory understanding of further areas for development, and which are priorities. Governors are actively involved in this and other key areas and so the school's capacity to sustain improvement in the future is sound. Safeguarding procedures are satisfactory. Available resources are used more astutely than when the school was last inspected and consequently the school gives satisfactory value for money. The school is a cohesive community, but the school does not adequately promote community cohesion beyond this. This means that pupils do not have a deep understanding of our multicultural society.

Up to 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

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

- Develop the quality of teaching and learning ensuring most is good by:
  - making greater use of marking and pupils' personal targets, especially in writing.
- Continue and expand upon current steps to engage parents and carers in more active partnership by:
  - identifying ways to engage parents and carers more in their children's learning generally and particularly in pupils' target setting
  - involving parents and carers more actively in school improvement.
- Promote community cohesion more effectively by reaching out to other communities.

**Outcomes for individuals and groups of pupils****3**

At the end of Year 6, standards in English and mathematics improved in 2010 after a pattern of decline in the previous three years. The school's assessments and inspection observations suggest improvement has continued in 2011 and good provision for the most able has increased the proportion likely to reach above-average levels. Standards at the end of Year 2 are broadly average in mathematics and reading, where the new literacy co-ordinator has improved provision so that boys are more engaged and achieving better. However, standards are below this in writing. Again, improvements to provision are beginning to make a positive difference. Learning and progress are satisfactory overall from the broadly average starting point in Year 1. A few opportunities, for example to run a shop, aid the development of pupils' satisfactory basic skills.

Pupils say, and parents and carers confirm, they feel safe in school. They are sensitive to issues affecting their own safety and the safety of others and have a good understanding, for example of internet safety. They enjoy school and consequently attend well. Pupils fully understand staff expectations of their behaviour. Positive attitudes and behaviour in class and in the playground have become a factor in improved learning and progress in the academic and personal domain. Pupils have a good understanding of how to lead a

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healthy lifestyle. They enjoy physical exercise and particularly 'Activemark' activities and the sports tournaments with local schools. Pupils make a satisfactory contribution to the school and wider community, for example singing to senior citizens, and are particularly proud of their charity fund-raising. Spiritual development is good, pupils are very compassionate, and assembly provides a positive start to the day. Cultural development is limited because the school does not adequately provide opportunities for pupils to develop positive attitudes and understanding of cultural diversity.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
<b>The extent to which pupils feel safe</b>	<b>3</b>
<b>Pupils' behaviour</b>	<b>2</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>3</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>3</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	2
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>3</b>

<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

## How effective is the provision?

While teaching overall is satisfactory, teaching in the eldest class is consistently good or better. Pupils here are motivated and engaged by activities that capture their interest. For example, pupils' understanding of the characters in the books that they study is extended because they 'hot seat', taking it in turns to answer as the character. Questions are perceptive and so pupils' answers are thoughtful. All pupils, including those with special educational needs, volunteer because they feel confident in the positive, supportive climate for learning. Very good assessment means the teacher here has an accurate understanding of pupils' relative strengths and weaknesses. Pupils' learning is further extended because the teacher has high expectations, for example pupils clearly understand her hand signal demanding that they extend or qualify their answers. They willingly respond to her challenges. Throughout the school, teachers' subject knowledge is

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satisfactory. Lessons are well organised and 'next-day planning' ensures that learning follows a smooth continuum. All staff provide relevant and interesting curriculum activities that engage pupils so that they show interest and sustained concentration, for example when researching independently using the internet. The curriculum is modified satisfactorily to meet pupils' needs. For example, a role-play area encourages pupils to practise speaking and listening skills, an area identified by staff as relatively weak.

Staff care for the pupils well. Pupils with special educational needs and/or disabilities thrive because their needs are met effectively by precisely targeted support often delivered by teaching assistants who have gained from recent training. Parents and carers say that the school makes sure it knows their children's differing needs in detail and puts in place appropriate support so that they do well. Good arrangements ensure pupils settle quickly when they join the school or move on.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>3</b>
Taking into account: The use of assessment to support learning	3
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>3</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

**How effective are leadership and management?**

The headteacher accurately analyses the school's strengths and areas for development with adequate rigour and pace. The local authority and partner school headteacher continue to offer excellent support and links between staff in both schools are beneficial because ideas are shared. Since the monitoring visit, leaders are much clearer about when and how future improvements will be reviewed so the school can more accurately evaluate how it is doing. Staff form an increasingly effective team, keen and eager to improve the school's effectiveness. The head teacher facilitates their ideas well, for example by providing the role-play area specifically introduced to improve speaking and listening skills.

Although much improved, governance remains satisfactory overall because only a relatively small number of governors are actively involved in shaping the school's future. However, recent changes are beginning to have a beneficial impact. The new Chair is a dynamic leader, single-minded in her pursuit of improvement. While being a strong advocate for the school, she challenges staff and governors alike and tackles any shortcomings decisively. Governors' roles are now clearly defined and, as a result, they are beginning to work more systematically and methodically. Governors' expertise is used well, for example in maintaining rigorous oversight of the school's budget.

Parents and carers are not yet fully active partners in key areas, including shaping the school's future and supporting their children's development. A significant number of parents, for example, have had insufficient information about their children's progress to be able to fully and effectively support learning.

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The school is inclusive, everyone is treated equally. Recently improved tracking is used to analyse pupil progress to check any vulnerable pupils are making sufficient progress. Pupils with special educational needs and/or disabilities do as well as their peers because teaching assistants are well prepared and carefully organised to maximise efficient and effective support. This is an improvement since the last inspection. However, pupils are not adequately prepared for life in a multicultural society.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>3</b>
Taking into account: The leadership and management of teaching and learning	3
<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>3</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>4</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>3</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>3</b>
<b>The effectiveness of safeguarding procedures</b>	<b>3</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>4</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>3</b>

## Early Years Foundation Stage

Children's attainment on entry to their Reception year is a little below age-related expectations, particularly in language and mathematical development. In a good lesson seen, children made good progress because they joined in with the right attitudes to make the most of the opportunities given. They have a thirst for learning which also supports their good progress. Teachers and teaching assistants form a sound team to meet the needs of all children in this mixed-age class, and teaching is satisfactory overall. Furthermore, effective use of observations of children's responses to one task when planning the next ensures children's learning is continuous. Activities offer a good range of interesting tasks that arouse children's curiosity, although the lack of cover outdoors limits what can be done there. Consequently, by the end of the Early Years Foundation stage, children attain standards that are broadly in line with expectations. Leadership and management are satisfactory.



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

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>3</b>
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

There were a good number of questionnaire responses from parents and carers. While generally favourable, they raised some concerns. Furthermore, the percentage who disagreed or strongly disagreed with some questions is relatively high. Inspectors therefore held a meeting and additional discussions in order to further investigate the issues that parents and carers wished to raise.

Parents and carers know that staff absence has been a recurring problem for the school, and this has had a negative impact in several important areas. A considerable number of parents and carers feel that they are not sufficiently informed about their children's progress in a particular class. Parents and carers state that a number of teachers have covered staff absence, and the quality of teaching has been variable. The inspection finds that the quality of communication between home and school does not always keep parents and carers fully informed about matters that affect their children's education and, in this respect, some of parents' and carers' concerns are justified. Nearly a quarter of parents who responded feel that the school does not deal effectively with unacceptable behaviour. Inspectors found no evidence to support these concerns. They judged behaviour good and found staff to be implementing its policy and procedures consistently and effectively.

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

Ofsted invited all the registered parents and carers of pupils registered at The James Bradfield CofE Community Primary 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 47 completed questionnaires by the end of the on-site inspection. In total, there are 78 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	22	47	23	49	2	4	0	0
The school keeps my child safe	18	38	27	57	1	2	0	0
My school informs me about my child's progress	16	34	23	49	7	15	1	2
My child is making enough progress at this school	20	43	21	45	3	6	3	6
The teaching is good at this school	17	36	22	47	6	13	1	2
The school helps me to support my child's learning	15	32	27	57	4	9	1	2
The school helps my child to have a healthy lifestyle	15	32	30	64	1	2	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)	15	32	20	43	6	13	1	2
The school meets my child's particular needs	15	32	26	55	4	9	2	4
The school deals effectively with unacceptable behaviour	7	15	28	60	9	19	3	6
The school takes account of my suggestions and concerns	13	28	27	57	4	9	2	4
The school is led and managed effectively	9	19	20	43	12	26	3	6
Overall, I am happy with my child's experience at this school	16	34	23	49	6	13	2	4

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	46	48	6	0
Primary schools	6	47	40	7
Secondary schools	12	39	38	11
Sixth forms	13	42	41	3
Special schools	28	49	19	4
Pupil referral units	14	45	31	10
All schools	10	46	37	7

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 2010 to 31 December 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2010/11 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.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

## 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 pupils' 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.**



23 May 2011

Dear Pupils

**Inspection of The James Bradfield CofE Community Primary, King's Lynn, PE33 9QJ**

Thank you for the friendly welcome you gave us when we visited your school, and for sharing your thoughts and ideas. Thanks also to those of you who completed the questionnaire for us. All this information helped us make our judgements about your school.

You told us that, over the last year, things in your school have improved and we agree with you. Your school is making steady progress and has reached a satisfactory level. In particular, we think that teaching is better so you are learning at a sound rate. Those of you who are particularly good at English and/or mathematics are doing much better too, because the work you are given is not too hard and not too easy. All of you are behaving well and following the school rules.

We have asked your school to continue with these recent improvements. We also feel there are two other areas where your school can improve further still. These are:

Making sure your targets and marking are used more effectively by staff.

Helping you to prepare better for life in a multicultural society.

Working more closely with your parents and carers so that they are more actively involved in everything that happens at school, particularly in helping you to learn at home and meet your targets in school.

You can help too, by trying your best in everything you do.

We hope you will continue to enjoy your time at James Bradfield School.

Yours sincerely

Robert Greatrex

Lead Inspector

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