

Bressingham Primary School

Inspection report

Unique Reference Number	120789
Local Authority	Norfolk
Inspection number	380102
Inspection dates	9–10 November 2011
Reporting inspector	Rob McKeown

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

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	90
Appropriate authority	The governing body
Chair	Jackie Porter
Headteacher	Gavin King
Date of previous school inspection	13 May 2009
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Age group	4–11
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Introduction

This inspection was carried out by two additional inspectors. Six lessons were observed, taught by all the teachers in the school at the time of the inspection. Meetings were held with groups of pupils, governors and staff. Inspectors observed the school's work and scrutinised pupils' books and a number of key documents including: the records for monitoring teaching, the school development plan, governing body minutes and 57 inspection questionnaires returned by parents and carers.

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

- The progress made by all pupils and whether they achieve well enough, particularly in writing and mathematics.
- How well teachers match learning tasks to pupils' abilities, and the challenge and support given to different groups of pupils.
- How well teachers assess pupils' learning and use these assessments to inform their planning.
- The contribution made by leaders at all levels to bring about improvements in provision and in pupils' learning and progress.

Information about the school

Bressingham is a village school that is smaller than average for primary schools. Almost all pupils are from White British backgrounds. A very small number are from minority ethnic groups but are not at an early stage of learning English. The percentage of pupils known to be eligible for free school meals is lower than the national average, but increasing. The proportion of pupils with learning difficulties and/or disabilities, including those with statements of special educational needs, is above the national average. Since the last inspection the federated partnership that operated with another local primary school has been dissolved. Following a period of contingency leadership arrangements managed by the local authority, a permanent headteacher was appointed from September 2011. This year for the first time, all children in the Reception class started school together at the beginning of the autumn term. Pupils in Key Stages 1 and 2 are taught in mixed-age classes. The school has achieved National Healthy Schools status, 2009-12.

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

Bressingham Primary School provides its pupils with a satisfactory quality of education. Since the time of the last inspection, the school has come through a period of temporary leadership arrangements that has slowed the pace of improvement. The newly appointed headteacher has high expectations and an ambitious vision for the school. Since his arrival, positive steps have been taken to improve provision in order to secure better outcomes for pupils. Parents are happy with their child's experience at school and several commented on the positive changes that have happened this year.

Pupils' achievement is satisfactory, although they make better progress in Years 1 and 2 than in the other year groups. Progress for older pupils in writing and mathematics is not as strong as it is in reading. Pupils with special educational needs and/or disabilities and those from minority ethnic groups also make satisfactory progress, although there are inconsistencies in their rates of progress in different classes. Many aspects of pupils' personal development are good. Attendance is high and almost all pupils who completed the inspection questionnaire indicated that they enjoy coming to school. Pupils get on well together and older pupils contribute positively to this by acting as playground buddies for younger children.

Teaching is satisfactory, although some of it is good and occasionally outstanding. Inconsistencies in the quality of teaching, particularly in Key Stage 2, are responsible for the slower rates of progress made by older pupils. Where the teaching is weaker, learning activities are not matched precisely enough to pupils' learning needs. This results in work being too challenging for some pupils and not challenging enough for others. Consequently, pupils are not making as much progress as they could in English and mathematics. The curriculum is satisfactory, although there are stronger elements, such as pupils' involvement in enrichment activities in sport and music. Care, guidance and support are good; parents and pupils rightly believe that the staff look after pupils well. The contribution made by teaching assistants in lessons and around the school is particularly good in helping to keep pupils interested and engaged.

Strong leadership from the headteacher is helping to bring about rapid improvement. Since the beginning of the school year, leaders have taken robust and concerted action to improve the overall quality of teaching and iron out the inconsistencies. Changes have been introduced to enhance the quality and safety of the learning environment and make better use of the available accommodation. The governing

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body gives the school very good support but has yet to establish a rigorous approach to monitoring and evaluating its performance. The part played by other key leaders in bringing about improvements is satisfactory but is not yet sufficiently rigorous for the school to meet its ambitious timetable for improving its overall effectiveness. The school's capacity for improvement is currently satisfactory and it offers satisfactory value for money.

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?

- Improve the progress of all pupils, particularly in writing and mathematics by:
 - ensuring teachers are accountable for using their assessment and attainment data to inform their planning
 - identifying gaps in pupils' learning to plan activities and set individual targets that meet pupils' needs more precisely.
- Raise the overall quality of teaching, particularly in Key Stage 2, by:
 - establishing a consistent approach to planning and delivering lessons, and to assessing pupils' learning
 - demonstrating and sharing effective teaching techniques, and working alongside staff in the classes where improvements are required.
- Strengthen the contribution made by key leaders and governors by ensuring they play a full part in developing, monitoring and evaluating the impact of the school's work to improve the provision and pupils' outcomes.

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

Children join the Reception class with skills that are expected for their age. They make satisfactory progress and enter Year 1 with age-appropriate skills. At the end of Year 6, attainment levels have been broadly average, although they have fluctuated from year to year. Last year they were below the national average. Not all the pupils capable of reaching the higher levels of attainment at the end of Key Stage 2 are doing so. Achievement has only been satisfactory for a number of years and senior leaders rightly believe that pupils can do better than this. Currently, learning and progress are satisfactory overall, but are better in Key Stage 1 than in Key Stage 2. Attainment in Year 2 has improved steadily over the last two years and in 2011, outcomes were above national averages. When pupils are learning well, they show interest and enthusiasm. They respond well to the activities organised by their teachers and make good progress. Using a well organised pupil-tracking system, leaders have detected a lack of consistency in the rates of progress made by all groups of pupils as they move through the school, with no notable differences

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between them.

Pupils’ behaviour in lessons and around the school is good, although some pupils lose concentration when teaching is less effective. Relationships are good and pupils are polite and friendly. Pupils say they feel safe in school and they know the main features of how to live a healthy lifestyle. Pupils say bullying is very rare and adults deal with any incidents should they occur. The school council meets weekly to contribute its ideas to school developments. Older pupils take on responsibilities for helping others around the school, at break times, in village events and in raising money for good causes. Pupils’ spiritual, moral, social and cultural development is good and is supported successfully in assemblies and lessons. Pupils enjoy the recognition they receive in celebration assemblies. A good link has been established with a primary school in Malawi to learn about global cultures, although pupils have a limited knowledge of other communities within the United Kingdom.

These are the grades for pupils’ outcomes

Pupils’ achievement and the extent to which they enjoy their learning	3
Taking into account:	
Pupils’ attainment ¹	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
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	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account:	
Pupils’ attendance ¹	1
The extent of pupils’ spiritual, moral, social and cultural development	2

How effective is the provision?

Teaching and the use of assessment to support learning are satisfactory, although the quality varies too much for pupils to make consistently good progress. Where the teaching is good, teachers use their assessments well to plan work that is matched precisely to pupils’ abilities and to identify the steps they need to take to make learning successful. Teachers make learning interesting and challenging and ask probing questions to test pupils’ understanding. In less effective lessons, these positive features are not consistent and the pace of learning is too slow. In all the

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

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lessons observed, teaching assistants were effective in helping pupils to engage purposefully. However, their contributions are less effective when the activities they are supporting do not match pupils’ next steps in learning. Marking in pupils’ books mostly informs pupils about how they can improve their work but is not consistently matched with their learning targets, particularly in mathematics.

The curriculum provides pupils with a suitable range of learning experiences. They enjoy making educational visits and benefit from participating in a variety of physical activities organised through the local sports partnership. Activities to support pupils’ healthy lifestyle are underpinned by the school’s Healthy School status. As a result of information gained from the progress monitoring systems, intervention programmes have been introduced to help certain pupils catch up. However, these have had mixed success. Leaders have suitable plans to review the curriculum and look for ways to link learning across subjects, through cross-curricular themes. Adults provide good care, guidance and support for pupils. Transition arrangements into Reception and on to secondary school are organised well. Attendance is monitored closely. Good quality support and positive links with other local schools and agencies help pupils whose circumstances might make them vulnerable when settling into school.

These are the grades for the quality of provision

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

How effective are leadership and management?

Senior leaders have a clear understanding of how well the school is doing and the actions they need to take to strengthen provision and improve outcomes for pupils. The headteacher has undertaken a series of lesson observations since September, which have identified similar strengths and weaknesses to those seen during the inspection. These are underpinning the staff’s common drive to improve the quality of provision and pupils’ outcomes. However, the part played by other staff in monitoring, evaluating and improvement activities, for example by demonstrating and sharing effective teaching techniques, is currently underplayed. All staff work together well to promote equality and tackle discrimination. The robust tracking of pupils’ attainment helps monitor pupils’ progress, determine interventions and check that no particular individuals or groups are disadvantaged. However, while there are suitable systems for managing the support for pupils with special educational needs and/or disabilities, these do not extend to monitoring and evaluating what is provided for individual pupils in their classes. Governance is satisfactory. Key members of the governing body have a close association with the school and know the parents and local community well. They understand that their role in challenging

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the school to improve can be developed further.

Relationships with parents and carers are good and this is reflected in the overwhelmingly positive responses recorded in their questionnaire returns. Partnerships with other local schools and support agencies are also good and benefit pupils pastorally and academically. Safeguarding procedures have been reviewed and strengthened this term. There are now much tighter controls on site security and safeguarding records are monitored regularly by the governing body. Community cohesion is being promoted positively, particularly within the school but also locally and internationally.

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	3
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	3
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	3

Early Years Foundation Stage

Most children enter the Early Years Foundation Stage with skills that match those expected for their age. Since the last inspection, the level of children’s skills on leaving Reception has varied from year to year. Last year, for example, they were below expectations for a minority of children in aspects of communication, language and literacy and problem solving, reasoning and numeracy. Progress through Reception has generally been satisfactory. However, better progress is expected this year following a change in admission arrangements as all children will have the benefit of a full year in Reception. Children enjoy learning and their behaviour is good. They listen well, display positive attitudes and learn together successfully in groups.

The quality of provision is satisfactory and improving. There are appropriate plans for refining the use of available accommodation and the storage of equipment, and for enhancing the quality and range of learning resources. Staff care well for the children

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and promote positive attitudes to learning. Good emphasis is placed on acquiring early literacy skills, for example, through the well-organised teaching of phonics and early writing. There are good opportunities for children to learn indoors and outside and engage in well-planned practical activities. One such example was ‘digging for treasure’ to find objects which were then ordered by their initial sound. Opportunities for children to make choices and learn independently across the six areas of learning, however, were less evident. The support provided by adults for groups and individuals is good. This includes support for children with special educational needs and/or disabilities in concentrating and understanding new concepts.

The headteacher has carried out a full and accurate audit of the Early Years Foundation Stage. Points for improvement in provision, leadership and management have been identified. These include establishing clearer systems for monitoring the quality of what is provided and evaluating its impact on children’s learning and progress.

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

Almost two thirds of parents and carers returned the inspection questionnaire which is a greater proportion than usually found. The views expressed were overwhelmingly positive with most respondents indicating that they were pleased with all aspects of the school’s work. All parents and carers believe that the school keeps their child safe, helps them to support their child’s learning and meets their child’s particular needs. A very small minority of negative responses were received. In particular, a few disagreed that the school was helping their child to adopt a healthy lifestyle. Inspection findings on this aspect of the school’s work are reflected in the report. A small minority of parents wrote additional comments on their questionnaires; almost all of these were positive testimonials about the school’s work.

Responses from parents and carers to Ofsted’s questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Bressingham 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 57 completed questionnaires by the end of the on-site inspection. In total, there are 90 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	35	61	20	35	1	2	0	0
The school keeps my child safe	38	67	19	33	0	0	0	0
The school informs me about my child’s progress	25	44	31	54	1	2	0	0
My child is making enough progress at this school	24	42	32	56	1	2	0	0
The teaching is good at this school	26	46	29	51	0	0	0	0
The school helps me to support my child’s learning	25	44	32	56	0	0	0	0
The school helps my child to have a healthy lifestyle	29	51	22	39	4	7	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)	31	54	23	40	0	0	0	0
The school meets my child’s particular needs	24	42	33	58	0	0	0	0
The school deals effectively with unacceptable behaviour	22	39	29	51	2	4	0	0
The school takes account of my suggestions and concerns	26	46	27	47	2	4	0	0
The school is led and managed effectively	26	46	24	42	0	0	0	0
Overall, I am happy with my child’s experience at this school	33	58	24	42	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	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

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 08 April 2011 and are consistent with the latest published official statistics about maintained school inspection outcomes (see 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"> ■ 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.



11 November 2011

Dear Pupils

Inspection of Bressingham Primary School, Diss, IP22 2AR

Thank you for your help with the inspection and for welcoming the inspectors to your school. I enjoyed the two days I spent with you. Please thank your parents for completing the questionnaires about their views of the school. Thank you also to those of you who completed questionnaires. They were helpful and told us that you enjoy school and feel it helps you to stay safe.

At this time, we believe your school is giving you a satisfactory education. Some things are going well and some things need improving. Your new headteacher has some good ideas for making positive changes over the next three years. All the adults at the school care for you well and want you to be successful. It was encouraging to see many of you learning successfully in lessons. We thought your behaviour was good and noticed how well you played together at break times. The playground buddies do a good job guiding the younger children. It is good to know that you can contribute your ideas on how to make the school better through your school council. Year 6 pupils told me about some helpful fundraising you do for charity and the good link you have with a school in Malawi. Many of you enjoy taking part in the clubs that go on after school. We saw the photographs on display of the school's successes in sports events, especially in rugby. Almost all of you attend school very regularly – well done!

At the end of the inspection, we asked your headteacher, staff and governors to keep working on some improvements to help you make more progress in writing and mathematics. We would like your teachers to do their best to ensure your lessons are matched precisely to your next steps in learning. We also asked the teachers and governors to keep a close check on how well the school is doing so they can help with the improvements too. You can help by working hard and trying your best.

You have much to look forward to in the rest of the year. I hope you enjoy it.

Yours sincerely

Rob McKeown
Lead inspector

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