

Blenheim Park Primary School

Inspection report

Unique reference number	120907
Local authority	Norfolk
Inspection number	380131
Inspection dates	30 April–1 May 2012
Lead inspector	Godfrey Bancroft

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	82
Appropriate authority	The governing body
Chair	Michael Bradley
Headteacher	Richard Stanley
Date of previous school inspection	18 September 2007
School address	Lancaster Road Sculthorpe Fakenham NR21 7PX
Telephone number	01485 528368
Fax number	01485 528942
Email address	office@blenheimpark.norfolk.sch.uk

Age group	4–11
Inspection date(s)	30 April–1 May 2012
Inspection number	380131

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 123 4234, 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 information 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'.

[Piccadilly Gate](#)
[Store St](#)
[Manchester](#)
[M1 2WD](#)

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012





You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.ofsted.gov.uk

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 123 4234, 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 information 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'.

[Piccadilly Gate](#)
[Store St](#)
[Manchester](#)
[M1 2WD](#)

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012



Introduction

Inspection team

Godfrey Bancroft

Additional inspector

This inspection was carried out with two days' notice. The inspector observed four teachers, teaching eight lessons. Parts of four other lessons were also observed. All the lessons were observed jointly with the headteacher. Meetings were held with parents and carers, groups of pupils, members of the governing body and staff. In addition to observing the school's work the inspector looked at information provided by the school about pupils' attainment and progress and about the management of their safety and behaviour. The inspector took account of the views expressed in 34 questionnaires returned by parents and carers, and others returned by pupils and staff.

Information about the school

This school is smaller than the average primary school. The proportion of pupils known to be eligible for free school meals is broadly average. The proportions of pupils who come from minority ethnic groups and those who speak English as an additional language are very low. The percentage of pupils supported by school action plus or with a statement of special educational needs is above the national average. This group is mainly made up of pupils who have moderate learning difficulties. The proportion of pupils who start or leave partway through their primary school education is also higher than in most schools. The school does not meet the government's current floor standards, which set out the minimum expectations for pupils' attainment and progress in English and mathematics. Until the start of the current academic year the school experienced some significant disruption to staffing. A privately managed playgroup that operates on the school site was 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	3
Achievement of pupils	3
Quality of teaching	3
Behaviour and safety of pupils	2
Leadership and management	3

Key findings

- This is a satisfactory school. It is improving, but not good because there is not yet enough good teaching to ensure that pupils achieve well in English and mathematics. In addition, a very few pupils do not attend sufficiently regularly. Parents and carers have predominantly positive views. One reflected the views of the majority in saying, 'Blenheim Park is a lovely, happy school.' Schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.
- Pupils achieve satisfactorily. The number of pupils making good progress is rising after a dip in 2011, including disabled pupils and those with special educational needs. All pupils are now making at least satisfactory progress. Despite the ground made up so far, attainment in English and mathematics at the end of Year 6 is still below average.
- Teaching is satisfactory. An increasing amount of teaching is good and this is helping to raise attainment and improve the rate of pupils' progress. A concerted focus on promoting pupils' enthusiasm for reading, developing their writing and improving their basic skills and knowledge in mathematics is paying dividends. However, these initiatives although increasing the rate of pupils' progress are not fully established. As a result pupils are not yet attaining the standards they should in reading, writing and mathematics.
- Behaviour and safety are good. The majority of pupils are enthusiastic learners who clearly enjoy their lessons and are polite, respectful and considerate.
- Leadership and management are satisfactory. The headteacher and governing body have evaluated the school's performance accurately and have introduced appropriate measures that are bringing about improvements. The leadership of teaching and management of performance are satisfactory.

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?

- Improve the teaching of, and achievement in, English and mathematics, by:
 - fully embedding the initiatives to improve pupils' reading through individual, shared and guided reading activities
 - promoting a consistent focus on improving pupils' writing through shared and guided writing activities
 - enhancing the focus on the promotion of pupils' mental and oral knowledge and skills in mathematics.

- Improve attendance by working more closely with those parents and carers whose children do not attend as frequently as they should.

Main report

Achievement of pupils

Pupils make satisfactory progress. Children enter the Reception class with attainment that is below the level expected for their age. They make good progress in the Reception class and by the time they start in Year 1 their attainment is broadly average. Broadly average attainment at the end of Year 2 has been sustained over recent years. The current Year 2 pupils are making better progress and are on course to attain above average standards, including in reading. The school's assessments and the work in pupils' books show that writing is a particular strength in Key Stage 1.

Attainment at the end of Year 6 has also been broadly average. In 2011 it was well below average. This was because the pupils made slow progress largely due to instability in staffing. In the current Year 6 although standards remain below average progress and attainment in English and mathematics have improved significantly. These pupils have made satisfactory, and in some cases good, progress from their various starting points. These improvements are clear to see in the work in pupils' books and their progress during lessons, and are verified by the school's accurate assessments of pupils' attainment and progress. The focus on improving pupils' reading is starting to pay dividends. While attainment in reading is still below average, this gap is closing and standards are improving.

Pupils who join the school partway through the year, or in different year groups, settle in quickly and make progress in line with their classmates. Disabled pupils and those who have special educational needs make good progress. These pupils benefit greatly from work that is carefully tailored to their needs, and the individual support they receive. More-able pupils are also making better progress, with an increasing proportion on course to attain the above-average standards of which they are capable.

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

Quality of teaching

Teaching is satisfactory. Following a period of instability in staffing, pupils and their parents and carers appreciate the improvements made to teaching. These improvements are too recent to have had a full impact on pupils' attainment at the end of Year 6, but attainment in Years 4 and 5 is already clearly rising. During the inspection, much of the teaching observed was good and some had outstanding elements. Teachers are now providing work that is well matched to the full range of abilities in each class. However, the focus on improving pupils' writing through shared and guided activities is not always consistently promoted. Lower attaining pupils and those who have special educational needs benefit greatly for the support provided when they are taught individually or in small groups by knowledgeable and skilful teaching assistants. Lessons increasingly capture pupils' enthusiasm and interest and they are eager to participate by answering questions and joining in discussions. Teachers help pupils to be well motivated by conveying high expectations, celebrating pupils' achievements and consistently recognising their efforts. Teachers also promote pupils' spiritual, moral, social and cultural development effectively. They provide pupils with opportunities to discuss and reflect on moral issues and consider the challenges faced by those who are less fortunate than themselves.

Teachers are promoting pupils' basic skills to good effect although the initiatives to improve pupils' reading through individual, shared and guided reading activities are not yet fully embedding. Nevertheless, many pupils show enthusiasm for reading, and their progress is improving. Pupils say they enjoy reading at home and many regularly access the school's internet-based programme for reading.

Pupils' ability to add, subtract, multiply and divide is also improving and their mathematical confidence is getting better all the time but some opportunities to promote pupils' mental and oral knowledge and skills in mathematics are not capitalised upon. Teachers are good at keeping pupils informed about how well they are progressing and the majority of pupils are clear about how to make their work even better. Even so, there has not been sufficient time for these initiatives to embed and impact fully across the school. A similar picture is evident in the way that teachers promote pupils' writing, with evidence of improving progress. Pupils also know their targets, but some are uncertain about what levels they have attained.

Behaviour and safety of pupils

A small number of parents who responded to the inspection questionnaire feel that behaviour is not as good as it should be and there have been some instances of unacceptable behaviour in the past. However, this is no longer the case and it was clearly evident during the inspection that behaviour in lessons and around the school was good. Records show that not a single pupil has been excluded during the tenure of the current headteacher. Pupils are showing an increased commitment and enthusiasm for learning during lessons. They contribute well to discussions and are eager to answer and to pose questions. They are also well motivated and are

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

justifiably proud of their achievements. Pupils value the school's 'merit mark' reward system, which recognises their efforts and achievements. They are also keen to take responsibility and proud of the influence they have on school developments by being part of the pupil council. Attendance is broadly average and improving, mainly because lessons and other activities appeal to pupils' interests and they enjoy coming to school. However, school leaders are not complacent and are eager to work more closely with a very few parents and carers who do not do enough to ensure their children attend as regularly as they should. Pupils are knowledgeable about how to stay safe, and parents and carers are confident that the school takes good care of them. Pupils have a good understanding of what constitutes bullying. They are aware of the dangers posed by misusing the internet and know that bullying which attacks or is unkind about someone's race, gender, family background or personal preferences is unacceptable. Adults are also vigilant for any instances of bullying and help pupils to understand the possible consequences.

Leadership and management

The headteacher is leading a team who are united behind the school's key purpose of improving progress and raising attainment. A concerted focus on improving the quality of teaching is helping to increase the rate of pupils' progress and raise standards. The headteacher and governing body have evaluated the school's performance accurately. Their work is clearly having a positive impact on the school's performance, and demonstrates the capacity for further improvement. For example, all pupils are now making at least satisfactory progress, and previous pockets of inadequate progress and weak teaching have been resolved. Attendance, having been below average in previous years, is now broadly average.

The governors are supportive and very knowledgeable about all aspects of the school's work and how it can be improved. In partnership with the headteacher, they ensure that staff are suitably trained and arrangements to keep pupils safe are up to date. Safeguarding policies and practice meet current requirements. They are also meticulous in promoting equality for all pupils and tackling any form of discrimination.

The curriculum is suitably broad and interesting and meets pupils' learning needs increasingly well. The programme of learning for children in the Early Years Foundation Stage addresses all six areas of their learning effectively. Pupils also gain much from participating in lessons such as science, music and physical education. The curriculum also promotes pupils' personal qualities effectively. During the inspection pupils' good spiritual, moral, social and cultural development was seen in their singing during assemblies, their preparation for dancing at the forthcoming Queen's Jubilee celebrations, and the care they showed for the oyster catcher that, for the second successive year, is nesting on the school site and has produced a clutch of eggs. A good range of additional activities and clubs includes library club, guitar, athletics, 'speed stacking' and a tag rugby group led by two Year 6 pupils. There is also a 'Roots and Shoots' gardening group.

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

The school liaises increasingly well with parents and carers and the majority, as shown by their responses to the inspection questionnaire, are happy with the quality of its work. As one said, 'The teachers and teaching assistants are approachable and helpful and the children polite and kind.' Parents and carers receive regular information about how well their children are progressing. Even so, about a quarter of those who responded to the questionnaire would like more information about the activities provided by the school and about how well their children are getting on.

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	54	42	2	2
Primary schools	14	49	32	6
Secondary schools	20	39	34	7
Special schools	33	45	20	3
Pupil referral units	9	55	28	8
All schools	16	47	31	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September to 31 December 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data 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.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance:	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour:	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and what the school has accomplished so far and on the quality of its systems to maintain improvement.
Floor standards:	the national minimum expectation of attainment and progression measures.
Leadership and management:	the contribution of all the staff with responsibilities, not just the governors and 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:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
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.
Safety:	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

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.



2 May 2012

Dear Pupils

Inspection of Blenheim Park Primary School, Fakenham NR21 7PX

I would like to thank those of you who gave your time to talk about your work and to tell me about your school when I visited recently to conduct its inspection. Thank you also to those who completed questionnaires and explained how much you enjoy school. I concluded that yours is a satisfactory school, but one that is also improving. I was particularly impressed by your behaviour and by how hard you work during lessons. I was pleased to see your teachers and teaching assistants give you all the help you need. As a result the progress you make is getting better all the time.

In order to sustain this pattern of improvement I have asked the adults at school to:

- help you all to make good progress and achieve well in reading, writing and mathematics
- work closely with your parents and carers to make sure that you all attend as frequently as you should.

My visit to Blenheim Park has given me some good memories. I was very impressed by the dance you are preparing for the Queen's Jubilee celebration and by the care you showed to the oyster catcher who has laid her eggs by the gymnasium. Hopefully, by the time you read this, they will have hatched and be flying.

You can help your school to keep improving by continuing to work hard and by attending as often as you can. I hope those of you who are moving up to the high school this summer enjoy it as much as you have Blenheim Park.

Yours sincerely

Godfrey Bancroft
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 123 4234, or email enquiries@ofsted.gov.uk.**