

Bunwell Primary School

Inspection report

Unique reference number	120790
Local authority	Norfolk
Inspection number	395737
Inspection dates	5–6 July 2012
Lead inspector	Nick Butt

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	79
Appropriate authority	The governing body
Chair	Suzanne Cairns-Edgson
Headteacher	Michaela Rolph
Date of previous school inspection	23 September 2008
School address	The Turnpike Bunwell Norwich NR16 1SN
Telephone number	01953 789318
Fax number	01953 788280
Email address	office@bunwell.norfolk.sch.uk

Age group	4–11
Inspection date(s)	5–6 July 2012
Inspection number	395737



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

Nick Butt

Additional Inspector

This inspection was carried out with two days' notice. The inspector observed nine lessons taught by four teachers and a member of the support staff. He spoke with parents and carers in the playground before school and held meetings with pupils, representatives of the governing body, including the Chair, and members of staff. The inspector took account of the responses to the on-line Parent View survey in planning the inspection, observed the school's work, and looked at a wide range of documentation including self-evaluation documents, strategic plans and other development plans. The inspector scrutinised 41 questionnaires returned by parents and carers, and those returned by staff and pupils.

Information about the school

Bunwell is much smaller than the average-sized primary school. There are three mixed-age classes, but increasing numbers mean there will be four classes from September 2012. Almost all pupils are White British. The proportion of pupils known to be eligible for free school meals is below average. The proportion of disabled pupils and those who have special educational needs, including those supported by school action plus or with a statement of special educational needs, is above average. The school meets the current government floor standards, which set minimum expectations for pupils' attainment and progress. The headteacher teaches three days per week.

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	2
Achievement of pupils	2
Quality of teaching	2
Behaviour and safety of pupils	1
Leadership and management	2

Key findings

- This is a good school. Pupils achieve well and their behaviour is excellent. It is not outstanding yet because pupils do not have sufficient opportunities to link their learning across different subjects in innovative and exciting ways and because there are some inconsistencies in the quality of marking.
- Achievement is good. Children join the school with skills and abilities often below those expected and make good progress each year so that attainment is above average by the end of Year 6. Very small cohorts mean there are variations in performance from time to time, but almost all pupils achieve well from their starting points.
- Teaching is consistently good. Teachers know the pupils very well and adapt their teaching to suit their needs, ensuring a good level of challenge. There is good provision for the Reception children, which gives them a strong foundation in developing their basic numeracy and literacy skills. Just occasionally, pupils are not clear about the steps needed to succeed in lessons and marking focuses too much on what they can do well rather on what they need to do next to improve their work further.
- Behaviour and safety are outstanding. Pupils have extremely positive attitudes to learning and display high levels of collaboration and cooperation. They are very considerate and kind to one another, with the older pupils helping the younger ones. Pupils are very confident that the school keeps them safe and that there is virtually no bullying.
- Leadership and management are good. The headteacher leads teaching and manages performance well, and all the areas to improve from the previous inspection have been tackled successfully. The headteacher’s heavy teaching commitment means she has little time during the school week to develop aspects of her leadership role, especially to plan strategically for the future.

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?

- Make more of the teaching outstanding by:
 - giving pupils more opportunities to make links in their learning through a variety of innovative approaches
 - ensuring all pupils are clear about steps to success in lessons
 - ensuring that marking consistently shows pupils how to improve their work and that pupils respond to teachers' comments and act upon them.
- Ensure there is the right balance between the headteacher's teaching commitment and leadership role so that she has sufficient time during the school week to exercise all aspects of her role.

Main report

Achievement of pupils

Children make good progress in Reception because they benefit from a wide range of stimulating and exciting activities both inside and outside that capture their imagination and encourage them to learn purposefully. For example, children were making 'grass people' out of bunches of long grass and talking about their characters and adventures. Children learn to play and work harmoniously together. They have opportunities to explore all areas of learning in the classroom and outdoors through carefully planned and well-resourced experiences. This represents a considerable improvement from the time of the last inspection, when the Early Years Foundation Stage was an area for improvement.

The school has successfully tackled a dip in performance in mathematics last year by increasing its focus on mental mathematics and methods of calculation. This has included the introduction of an online system to develop pupils' mathematical skills, which they enjoy using and can access from home. Attainment in English and mathematics is above average this year and has risen over the past year. Disabled pupils and those with special educational needs make similarly good progress to their peers because their needs are identified early and precise support is provided that enables them to reach their individual targets. There are no significant differences between groups of pupils. Pupils make good progress in reading as a result of the systematic teaching of the sounds that letters represent (phonics), which enables pupils to read new words and spell accurately. Older pupils develop more sophisticated skills such as inferring meaning from text, and they talk enthusiastically about the different authors whose books they enjoy reading. Attainment in reading is above average in Year 2 and by the time pupils leave in Year 6.

Almost all parents and carers agree that their children are making good progress.

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

Pupils have outstanding approaches to learning as they listen attentively to their teachers, collaborate enthusiastically in partners and groups, and work with concentration independently. For example, Year 2 pupils wrote with confidence about a session they had enjoyed in some local woodland as part of a 'forest schools' project. They described making dens and what they had seen and heard, producing good extended pieces of writing. However, pupils sometimes struggle when it comes to making links with prior learning or across subjects, as they seek to apply their skills and knowledge in different contexts.

Quality of teaching

All parents and carers who responded to the questionnaire said that teaching was good. Detailed planning ensures that work is pitched correctly to meet the different needs of pupils in mixed-age classes, underpinned by teachers' good understanding of performance data. Disabled pupils and those with special educational needs are also taught well. Teachers deploy teaching assistants efficiently to provide support to individuals and groups, and this skilled team of support staff makes a valuable contribution to these pupils' good progress. Teachers and pupils alike make good use of information and communication technology (ICT) to support learning; a considerable improvement since the last inspection. Pupils in Years 5 and 6 were publishing information about Ancient Greek artefacts. They used their ICT skills to arrange illustrations and text skilfully. Regular guided reading sessions enable pupils to practise and consolidate their reading skills and develop more advanced techniques in appreciating and understanding text.

Pupils are actively involved in lessons and say they enjoy working outside. This was observed when pupils in Years 3 and 4 used Newton meters to measure the resistance of shoes on different kinds of surfaces, such as gravel and smooth concrete. Pupils were absorbed in the activity and took into account factors like the amount of grip on any particular pair of shoes. Just occasionally, teachers do not draw pupils together to refocus them on the steps to success in a lesson. This means that they are not always clear how to get the most out of their learning. Books are regularly marked, and there are many positive comments about pupils' work. However, pupils are not always shown the next steps in their learning, especially in mathematics, nor do they all respond to or act upon the comments that teachers write in their books.

Behaviour and safety of pupils

Pupils demonstrate typically outstanding behaviour in the ways they support one another and make friends of different ages. They show high levels of engagement and courtesy in and out of lessons, making the school a calm and orderly learning environment. The overwhelming majority of parents and carers say that pupils behave at least well and that their children are safe in school. Pupils agree with them. One said, 'Behaviour is very good, actually.'

Pupils do not see bullying as a threat, and most say it does not happen. School

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

records reveal that incidents are very rare and are dealt with promptly. Pupils have an excellent understanding of what bullying could look like, such as name-calling and cyber-bullying. A very few parents and carers expressed concerns about how the school deals with bullying. The inspector looked into this and found that the school does all it can to tackle any complaints it receives about bullying.

Pupils have an extremely good understanding of how to keep safe. For example, Year 2 pupils were researching fire safety on the internet following a visit from a fire safety officer, and knew what to do if they discovered a fire. The school ensures that all pupils know how to stay safe on the internet. Attendance is above average because pupils enjoy coming to school.

Leadership and management

The headteacher's passion for education inspires her vision for the school, which underpins a relentless drive for improvement. She is very well supported by a highly committed team of staff who together know the pupils extremely well as individuals and place equality at the heart of the school's work. Discrimination is not tolerated. The school is particularly successful at retaining the traditional values of a small village school while preparing pupils well for their future lives in a modern society. The headteacher's skill in teaching and learning has a positive impact on outcomes for pupils because of the large amount of time she spends in the classroom. However, this puts pressure on her leadership role and, while leadership and management are good, leaves the headteacher with a relatively short amount of time to fulfil all her other duties, particularly in giving a strategic lead to the school. The governing body appreciates this and is looking at ways to redress the balance of her responsibilities.

Other leaders and managers also have a good understanding of their roles and ensure that the school's self-evaluation is accurate. School improvement plans focus on the right priorities and are reviewed regularly. The governing body is supportive and governors visit regularly to check how the work of the school is progressing. They ask challenging questions. They ensure that all safeguarding requirements are met to keep pupils safe. Leaders make good use of performance management targets and professional development to improve teaching and learning and to raise pupils' levels of attainment. For example, training in aspects of teaching mathematics this year has benefited both support staff and teachers alike and led to improvements in attainment in mathematics. The school has made good progress since its previous inspection and is well placed to continue to improve further.

The curriculum promotes pupils' spiritual, moral, social and cultural development well through providing a wide range of opportunities for pupils to enjoy memorable experiences, such as visiting the British Museum in London, and explore different cultures through art and music. This is something parents and carers particularly appreciate. One commented, 'For a small school the number of activities and opportunities for learning and personal development are particularly diverse, exciting and stimulating.' All pupils have two years' worth of instrumental tuition provided by

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 and so learn the rudiments of music, as well as forming a highly regarded recorder ensemble that includes the full range of instruments from soprano to bass. There are not enough opportunities for pupils to make links in their learning in creative ways, so that they apply what they know in different contexts. Teachers use the school grounds and local areas well as a learning resource, including through 'forest schools' work in the woods. There is a good range of clubs to enrich the curriculum, including gardening, athletics and art.

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.

9 July 2012

Dear Pupils



Inspection of Bunwell Primary School, Norwich NR16 1SN

Thank you for welcoming me to your school and sharing your views with me. You have made a valuable contribution to the inspection through giving me your ideas and returning the questionnaires. Bunwell is a good school and has done well since it was last inspected. Here are some of its particular strengths.

- You make good progress in your learning so that your attainment is above average by the time you leave the school.
- The teaching is good and lessons are interesting and exciting.
- Your behaviour is excellent and you care for one another extremely well.
- There are plenty of clubs and visits for you to enjoy.
- Your recorder playing is particularly good.
- The school is led and run well by the headteacher and her staff.

For the school to become even better I have asked the headteacher and governing body to:

- give you opportunities to link your learning in different subjects and in different ways
- make sure you are clear how to make steps to success in lessons
- show you how to improve your work when they mark your books
- make sure the headteacher has enough time to lead the school as well as teach her class.

You all can help by reading and acting upon the comments that teachers make in your books to help you improve your work.

My best wishes for the future.

Yours sincerely

Nick Butt
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.**