

Ten Mile Bank Primary School

Station Road, Ten Mile Bank, Downham Market, PE38 0EP

Inspection dates 30–31 January 2013

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- This is a good and improving school. Leadership shows a clear vision for future development and there is a strong sense of teamwork amongst the staff.
- Pupils make good progress from their different starting points. By the end of Year 6 they reach broadly average standards in reading and mathematics. The quality of teaching is at least good and sometimes outstanding. Teachers plan well to meet the individual needs of all pupils
- Pupils' work is marked regularly and they are shown in detail how to improve their work.
- Pupils are safe and cared for in school. They enjoy coming to school, respond positively in lessons and behave well at all times.
- Leaders, including governors, base their plans for the school on an accurate and detailed knowledge of the school's performance. They are effective in identifying what needs to be done to improve the quality of teaching and learning and raise achievement.

It is not yet an outstanding school because

- Not enough teaching is outstanding to ensure that achievement is always rapid. The most successful practice is not shared or applied in all lessons.
- Pupils' skills in writing are not always developed effectively so standards are not as high as those seen in mathematics and in reading.
- Resources in the outdoor area for children in the Reception Year are not exciting enough to provide them with high quality learning opportunities.

Information about this inspection

- The inspector observed nine lessons. Three of these were joint observations with the headteacher.
- Pupils' work in books was scrutinised.
- Records and logs about pupils' safety, attendance and behaviour were examined.
- Information and data about the performance of pupils in national tests and work completed in the classroom were analysed.
- The minutes of governors' meetings, reports made by representatives of the local authority and the school's improvement plans were considered.
- The inspector listened to the views of pupils, staff and parents, 15 of whom responded to the online questionnaire (Parent View), and eleven of whom spoke to the inspector at the school gate or by telephone. He held discussions with the Chair and Vice-Chair of the Governing Body, school leaders, support staff and a representative of the local authority

Inspection team

James McAtear, Lead inspector

Additional Inspector

Full report

Information about this school

- Ten Mile Bank is much smaller than the average size primary school. Pupils are taught in two mixed-age classes, one for four to seven year-olds and the other for seven to 11 year-olds.
- Most pupils are White British. The proportion of pupils who are of minority ethnic heritage or who speak English as an additional language is well below that found nationally. None are at the early stages of learning English.
- The proportion of pupils known to be eligible for the pupil premium, which provides funding for children in the care of the local authority and for pupils known to be eligible for free school meals, is above average.
- The proportion of pupils supported at school action is below average while the proportion receiving support at school action plus and who have a statement of special educational needs, is well above average.
- The headteacher is also headteacher of another local primary school.
- There are no pupils who are educated away from the school.
- The school meets the current government floor standards, which set the minimum level expected for pupils' attainment and progress.
- A larger proportion of pupils than average do not begin their schooling at this primary school but join at a later date.

What does the school need to do to improve further?

- Increase the proportion of lessons which are outstanding to raise levels of achievement further by:
 - ensuring teachers share outstanding practice, including the most effective ways of teaching writing with each other, so that it is a common feature in most lessons
 - improving the outside learning environment and ensuring that teachers plan to make the fullest use of this environment in their teaching.
- Increase the rate of progress pupils make in writing so that it matches that in mathematics and reading by:
 - creating more opportunities for pupils to write in other subjects
 - making sure that writing is taught as regularly as reading and mathematics.
- Improve the leadership of teaching and learning by ensuring training is matched closely to the needs of the teachers.

Inspection judgements

The achievement of pupils is good

- Pupils join the school with skills, knowledge and understanding below those that nationally expected for this age. National test results, the school's own assessment information and work in pupils' books show they are making expected levels of progress in mathematics and a significant number exceeding this.
- Similarly, the proportion of pupils making or exceeding nationally expected progress in English is above average when their starting points are taken into account. Pupils across all year groups now on roll at the school make good progress.
- Although pupils make good progress overall, they do not make as much in writing as they do in reading and mathematics. Progress in writing requires improvement. In recent years the school has concentrated on improving levels of mathematics and reading and the balance between this and writing has not always been as good as it could have been.
- The progress made by disabled pupils and those who have special educational needs is good. Those with statements of special educational needs and those supported on school action and action plus make good progress in reading, writing and mathematics against their own specific targets.
- The achievement of pupils known to be eligible for the pupil premium is improving and there is little difference between their attainment and the attainment of other pupils. Furthermore, these pupils who achieve the higher levels in English are performing as well as or better than all other pupils. Through well-targeted and effective support provided, the gap in attainment compared with other pupils is closing quickly.
- In lessons, pupils make good progress because their individual needs are well planned for. For example, when pupils move from the Key Stage 1 class into Key Stage 2, the planning and communication between teachers and other adults who help pupils is very detailed. As a result of this continuity for each individual pupil, they make good progress.
- A large proportion of pupils join the school during later school years. As a result of the school's care and careful planning for their learning they make progress that is in line with other pupils in the school.

The quality of teaching is good

- Observations and records held by the school show that teaching is good and improving. Teachers plan lessons which pupils enjoy and which support the differing needs of each individual pupil in each class. Teachers use assessment well to track how well different groups of pupils are learning and use this information well to plan support and changes to their teaching which help pupils who may have fallen behind to catch up. For example, where necessary pupils may be given additional lessons in letters and the sounds they make that are designed around their particular needs.
- Other adults who help pupils make an important contribution to pupils' learning. They are fully aware of the needs of the pupils so focus support accurately. Because they plan their work in

detail with the teachers, they work well as part of a team in helping pupils make good progress. This means that the school's teaching takes good account of the needs of pupils with either a disability or special educational need so that they are able to learn well.

- Teachers mark work regularly and their comments explain in detail what pupils need to do to improve. One-to-one teaching or small group teaching to help pupils catch up with, for example, improving reading and learning letters and the sounds they make, are very effective and in some cases, outstanding.
- Teachers use questioning well to make pupils think things out for themselves. For example, one teacher asked, 'What is the connection between the ribs and the lungs?' Leading questions encourage pupils to respond readily and take a full part in classroom discussions.
- Teachers encourage pupils to make choices about the way they would like to study some subjects. For example, pupils chose to use Australia as a theme around which to base their work. They also chose to use information and communication technology and made good use of electronic tablets to record and plan their work.
- The school provides good opportunities for spiritual, moral, social and cultural development. For example, pupils enjoyed studying aboriginal art and respond positively in assembly to learning about possible future careers and the range of opportunities open to them. They think carefully about important and sensitive issues.
- Although teachers plan interesting lessons for reception children and provide well for their needs, resources in the outdoor environment are uninteresting. Teachers are not always able to plan for exciting and relevant learning experiences. As a result learning is not as effective as that inside the classroom.

The behaviour and safety of pupils are good

- The school has worked closely with parents over time to improve attendance. As a result of this rates of attendance are now close to the national average. Pupils say they enjoy coming to school and that their teachers make their learning fun.
- Bullying of any kind is rare. When it does happen, it is dealt with well by staff. The school's records indicate that racist incidents are very rare and that the school deals with such incidents quickly and effectively. Pupils say they have confidence that their teachers and other adults in the school will support them if they need help. They have a good understanding of the dangers of different forms of bullying, including bullying through the internet and they understand how to get help in situations they find difficult.
- Exclusions are a rare event. The school works well with parents to help pupils improve behaviour over time. It also works well in partnership with others including services provided to help families and many parents say they appreciate this work.
- Pupils cooperate well with each other during lessons. For example, older pupils help younger ones in class discussions and act as good role models for them. They also behave well when they move around the school and in the playground where they play safely and mix well together.

- Pupils are safe at the school and pupils in all year groups have positive attitudes. Pupils find teachers and other adults approachable and caring. One pupil said, "All the teachers are very kind to us."
- School records and the comments of pupils indicate the good standards of behaviour seen during the inspection are typical of what the school is normally like. These show that many teachers manage behaviour skilfully and maintain positive relationships. The responses on Parent View, the online survey form used by Ofsted, indicate that parents feel pupils are safe in school and reflect very few concerns about behaviour.

The leadership and management are good

- The leadership of the school is effective in monitoring the works of teachers and other staff. As a result plans to improve the school's work reflect a close and accurate judgement about how well the school is performing.
- The overwhelming majority of the school community speak well of the school's work. The atmosphere among staff is positive and staff work well together as a team in implementing the school's plans for improvement.
- The school's leadership works well in making sure that they keep a close eye on how well pupils are doing and that any extra support is planned to make sure all pupils achieve well. The school's resources are used appropriately to support such work and since pupils make good progress the school provides good value for money.
- The school's work with external agencies is particularly notable in the extent to which this work is successful in helping individual pupils and their families. At the time of the inspection all safeguarding arrangements were fully in place.
- Setting targets for teachers to improve their work is effective because it is focused strongly on the impact of adults on meeting the needs of the pupils. There is a close link between teachers' effectiveness and pay rises. However, at times school leaders do not ensure it is also planned to meet the changing needs of teachers as they continue their development. Teachers do not always share with each other their best methods of teaching writing.
- The school is well supported by the local authority and appreciates the help it receives in supporting those pupils who have needs that are more difficult to meet and need external support.
- **The governance of the school:**
 - Governors provide strong support for the work of the school. They make decisions based on a detailed understanding of the school's strengths and areas for improvement. For example, their plans to develop a play area next to the school have been developed along with the pupils and teachers and reflect the aspirations of the school and its community. The monitoring work they take part in means that governors have a good understanding about the quality of the teaching. They ensure that this information is used well to link the performance of staff to pay progression. They have a good awareness of how well pupils achieve as data is shared with them regularly. As a result of this they are very aware of how the pupil premium funding is used and monitor its use closely. They know that this funding is helping these pupils

to make similar progress to all other pupils in the school. They assess the progress of the school's improvement plans carefully. For example, they check the school's progress against its goals to improve attendance each month and do this in considerable detail. They show a high level of commitment in supporting and strengthening the work of the school's leadership team.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	120875
Local authority	Norfolk
Inspection number	401975

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	35
Appropriate authority	The governing body
Chair	Christopher Dawe
Headteacher	John Ward
Date of previous school inspection	15 September 2009
Telephone number	01366 377310
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