

The James Bradfield Church of England Community Primary School

Wretton Road, Stoke Ferry, King's Lynn, PE33 9QJ

Inspection dates 20 – 21 March 2013

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

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- The quality of teaching is not good enough to secure good progress in English and mathematics in Key Stage 1, and in mathematics in Key Stage 2.
- In mathematics, there are weaknesses in the way the school teaches pupils to calculate numbers and solve problems, and too few opportunities to practise mathematics skills in other subjects.
- The work pupils are given is sometimes too easy or too hard for them.
- Teachers' expectations of pupils' handwriting and the presentation of their work are often too low.
- The leadership of teaching and learning requires improvement because leaders do not make it clear enough to teachers how they can improve the quality of their work.
- The governing body do not check the work of the school closely, or often enough, to see how well it is improving, and do not ask enough challenging questions of the school's leaders.

The school has the following strengths

- Pupils make very good progress in developing reading and writing skills in Key Stage 2.
- Children in the Reception class learn well in all areas because teaching is good and their needs are well met. Some teaching is good, or better, in other parts of the school.
- Leaders and managers know the school well and understand how it needs to improve.
- The school promotes pupils' personal development well and they show respect for others both within and beyond the school.

Information about this inspection

- The inspector observed six lessons, taught by three teachers, two of which were held jointly with the headteacher.
- Discussions were held with the headteacher and other leaders, two groups of pupils, representatives of the governing body and a representative of the local authority.
- The inspector observed the school's work, heard pupils read and scrutinised pupils' work. He looked at a number of documents, including the school development plan, safeguarding arrangements, attendance data, and the school's information about pupils' progress.
- The inspector took account of the 10 responses to the online questionnaire (Parent View). He also spoke informally to parents and carers as they brought their children to school.
- During this inspection, inspectors asked additional questions designed to ascertain the school's view of the impact and effectiveness of local authority services to support school improvement. This information will contribute to work being carried out by Ofsted to assess the use, quality and impact of those services.

Inspection team

Jeremy Spencer, Lead inspector

Her Majesty's Inspector

Full report

Information about this school

- The school is smaller than most primary schools.
- Almost all pupils are of White British heritage and very few speak English as an additional language.
- The proportion of pupils who are known to be eligible for free school meals and for whom the school receives additional income (the pupil premium) is broadly in-line with the national average.
- The proportions of disabled pupils and those with special educational needs supported at school action, school action plus, or with a statement of special educational needs are slightly above average.
- A higher proportion of pupils than is the case nationally join or leave the school partway through their primary education.
- The school meets the government's current floor standards, which set the minimum expectations for attainment and progress.
- A Nursery unit operates within the school grounds, but is not managed by the school's governing body, and it is subject to separate inspection.

What does the school need to do to improve further?

Improve pupils' progress, particularly in mathematics in Key Stage 2 and in reading, writing and mathematics in Key Stage 1, and improve the quality of teaching by:

- revising the school's calculation policy to ensure that all staff, parents and carers have a clear understanding of how pupils' calculation skills should be developed and the standards pupils are expected to achieve
- providing more opportunities for pupils to practise problem solving skills in mathematics and to reinforce mathematics skills in other subjects
- ensuring that teachers check the work of pupils more frequently in lessons, to make sure that the level of challenge is just right for all pupils
- ensuring that there are more consistent expectations of pupils' handwriting and the presentation of their work.

Improve the quality of leadership and management by:

- ensuring development targets for individual teachers are precise so that there is a more rigorous approach to managing teachers' performance
- ensuring that members of the governing body become more actively involved in monitoring the impact of the school's work on pupils' improved achievement
- organising an external review of the governing body to identify its strengths and areas for improvement.

Inspection judgements

The achievement of pupils

requires improvement

- Achievement requires improvement because progress is variable. Pupils make stronger progress in developing reading and writing skills than they do in developing mathematics skills. This is because there is not enough good or better teaching to ensure that pupils make consistently good progress from their starting points during their time at the school.
- Children begin the school with knowledge and skills broadly in line with those expected for their age. They make good progress in the Reception year and this continues throughout Year 1. The links between letters and sounds (phonics) are taught well. A high proportion of pupils in Year 1 did well in last summer's phonics tests. However, their progress slows down in Year 2.
- Although pupils' standards in mathematics have risen consistently in the last three years at the end of Key Stage 2, they still leave the school at the end of Year 6 with standards that are slightly below average. The school's latest results, backed by work in pupils' exercise books, indicate that pupils' progress in mathematics is beginning to accelerate. However, pupils continue to demonstrate weaknesses in their calculation skills. For example, older pupils struggle with calculation skills linked to decimal numbers and fractions, and have gaps in their knowledge of multiplication facts.
- Pupils make very good progress in developing their reading and writing skills in Key Stage 2. They leave Year 6 with standards that are above average. However, the quality of pupils' handwriting is not good enough. Too many pupils in Key Stage 2 do not join their letters together when they write and sometimes form letters incorrectly.
- Disabled pupils and those who have special educational needs are effectively supported by the school. Their needs are well understood by staff and they are making good progress in closing the gaps between themselves and other pupils.
- The school uses its pupil premium funding to provide additional academic help and guidance for pupils who have fallen behind. The school's strategies have been successful and, as a result, pupils supported through the pupil premium make at least the same progress as other pupils and achieve similar standards.
- Most parents and carers who responded to Parent View say that their child makes good progress at the school. This is the case for some pupils, but not the majority.

The quality of teaching

requires improvement

- Teaching requires improvement because it has not been good enough to ensure that the pupils in the school have made good progress overall. The teaching of mathematics in particular requires improvement.
- In mathematics, teachers do not have an agreed system of how and when they will teach pupils to calculate numbers. This means that teachers do not make it clear to parents what their child should be capable of, and how parents can help to develop their child's skills.
- Teachers do not check pupils' work as carefully as they could do in lessons to make sure that the level of challenge is right. This means that on some occasions, as lessons develop, pupils try to complete work that is too easy or too hard for them and, consequently, do not make good progress.
- Teachers do not always insist on high standards of presentation in pupils' work, and, as a result, pupils' work is often not well presented.
- Teachers plan work at different levels, aimed at meeting the needs of groups of pupils of different abilities, including disabled pupils and those with special educational needs. The work is usually well chosen and successful.
- Teachers mark pupils work frequently and provide helpful comments to help identify the next

steps of learning that pupils need to take. Pupils usually take notice of teachers' comments and this helps them to improve.

- Some outstanding teaching was observed during the inspection. Pupils in the upper Key Stage 2 class made excellent progress as they learned about the use of adverbial clauses in writing. The teacher skilfully explained and showed the children how to use adverbial clauses, then successfully ensured that the children became completely absorbed in a writing task to develop the skill. The teacher checked the pupils' work frequently in the lesson to ensure that all pupils made excellent progress.
- Indoor and outdoor learning environments are managed well by staff in the Early Years Foundation Stage. Teachers ensure that children learn in safe, calm and stimulating environments. During the inspection, children were observed enjoying taking part in learning activities involving sand and water, and also making good progress in developing their early counting skills.
- Teaching assistants make a good contribution to learning in the school, supporting pupils of all abilities. For example, as well as helping pupils who have fallen behind to catch up with their peers, they also support groups of pupils aiming to secure the higher levels in national tests.

The behaviour and safety of pupils are good

- All parents and carers who responded to Parent View say that the school makes sure its pupils are well behaved. Most pupils behave well in lessons, at play and around other areas of the school because there are high expectations of good behaviour. The importance of caring for each other, being respectful and working together is successfully reinforced and encouraged by staff. As a result, most pupils in this small school get on well together and there is a close, family atmosphere.
- All of the pupils spoken to during the inspection said that they feel safe. Parents and carers agree that the school provides a secure environment. Pupils say that they trust the staff and know they will help them. Pupils understand that bullying may take a variety of forms, but say it is not an issue in school.
- Attendance is above average and pupils say that they enjoy coming to school. Pupils are keen to be in school as frequently as possible so that their class has a better chance of securing the weekly 'attendance cup.'
- Behaviour and safety are not outstanding because not all pupils are able to manage their own behaviour, and on rare occasions, their behaviour slips. This only usually happens when the quality of teaching is less than good and pupils become restless and lose their attention and focus on learning.

The leadership and management requires improvement

- Leaders have not made enough impact on improving the quality of teaching and pupils' achievement since the last inspection.
 - The school's systems to manage the performance of staff require improvement. The headteacher has an accurate overview of the school's performance because leaders engage in frequent activities to check the quality of teaching and the impact it has on pupils' achievement. However, the information they gain from these activities is not always used as well as it could be to set challenging targets for staff, in order to improve their performance.
 - Development plans are fit for purpose. School leaders have made some good progress in tackling some of the issues identified during the last inspection, including the development of pupils' cultural awareness. The subjects and topics that pupils learn about are suitably balanced. However, pupils do not have enough opportunities to practise solving problems in mathematics,
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or to develop, apply and consolidate their mathematics skills when learning in different subjects.

- Pupils' spiritual, moral, social and cultural understanding is incorporated into the school day successfully and in a variety of ways. Opportunities for pupils to develop their cultural understanding and respect for others are increasing. For example, pupils spoke enthusiastically about a link that they have with pupils in an inner city school in Pakistan, and how they have spoken to each other using video links. As a result, pupils show a good understanding of the differences between their own school and lifestyles and the lifestyles of the children in Pakistan.
 - The local authority is providing effective support for this school. Actions taken by the local authority have successfully tackled elements of leadership and management, including the effectiveness of the governing body, which began to decline soon after the last inspection. For example, the local authority has helped to add expertise to the governing body by bringing in an experienced governor, currently acting as the Chair of the Governing Body. This is beginning to make a positive impact. The local authority has also brokered links with a partner school, recognised for its excellent practice. The headteacher has received an appropriate balance of challenge and support from the local authority to check and improve the quality of teaching that is beginning to bear fruit, particularly in the Early Years Foundation Stage and Year 1 class.
 - **The governance of the school:**
 - Governance requires improvement. Governors are determined to improve the school and to do the job to the best of their ability. The experienced Chair of the Governing Body has a highly accurate overview of the school's performance. However, many governors are new to their role and are still developing an understanding of their responsibilities. A broad range of local authority training activities have been attended by new governors; including training to help them better understand information about pupils' achievement. However, at this stage, many governors have not had sufficient time to use their knowledge to rigorously challenge leaders about the school's performance, or to visit the school to gather first-hand experience of its work. Consequently, governance does not currently make a strong enough impact on improving the school's overall effectiveness.
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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	121057
Local authority	Norfolk
Inspection number	405989

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	81
Appropriate authority	The governing body
Chair	Jacqueline Westrop
Headteacher	Andrew Beeson
Date of previous school inspection	19 May 2011
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