

Bawdeswell Community Primary School

Fakenham Road, Bawdeswell, Dereham, NR20 4RR

Inspection dates 14–15 May 2013

Overall effectiveness	Previous inspection:	Good	2
	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

- Pupils do not make enough progress in writing and mathematics.
- Teachers do not always have high enough expectations of what pupils can achieve and the pace of lessons is sometimes too slow.
- Teachers do not give pupils clear enough guidance on what they need to do to improve their work or give sufficient opportunities for pupils to respond to marking.
- The teaching of phonics is not effective enough to promote the rapid development of early reading skills.
- Leadership and management require improvement because the frequent changes of headteacher have led to insufficient direction and support being given to other leaders and teaching staff.

The school has the following strengths

- Pupils behave well and say they feel safe in school.
- The new headteacher and governors have put good systems in place to check on the quality of teaching and the progress pupils are making.
- There is no inadequate teaching and an improving proportion is good or better.
- The close links with the church and the way pupils look after and care for one another have a positive impact on pupils' spiritual, moral, social and cultural development.
- The quality of music teaching is outstanding.

Information about this inspection

- The inspector observed eight lessons, all of which were jointly observed with the headteacher or deputy headteacher.
- Discussions were held with two groups of pupils, representatives of the Governing Body including the Chair, subject leaders, the coordinator of support for disabled pupils and those who have special needs, and a professional advisor from Norfolk local authority.
- The inspector observed the school's work and looked at a number of documents. These included pupils' books, the school's pupil progress tracking data, teacher's planning, headteacher monitoring records, the school's self-evaluation summary, the school development plan, safeguarding policies and records of behaviour and attendance.
- The information from 13 staff questionnaires was taken into account.
- The inspector took account of 17 responses to the on-line questionnaire (Parent View) and spoke individually with several parents during the course of the inspection.

Inspection team

Duncan Ramsey, Lead inspector

Additional Inspector

Full report

Information about this school

- The school is smaller than the average sized primary school.
- The proportion of pupils from minority ethnic groups and those who speak English as an additional language is low.
- The proportion of pupils supported through school action is higher than average. The proportion supported at school action plus or with a statement of special educational needs is also higher than average.
- An average proportion of pupils are known to be eligible for the pupil premium, which provides additional funding for pupils in local authority care, those known to be eligible for free school meals and those with a parent in the armed services.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- Bawdeswell is federated with North Elmham School and shares a governing body, headteacher, deputy headteacher and finance officer.
- Since the last inspection, there have been frequent changes in leadership, with several acting headteachers leading the school for short periods. The current headteacher has been in place since September 2012.

What does the school need to do to improve further?

- Improve the quality of teaching so that it is consistently good or better by ensuring that:
 - the pace of lessons is maintained at all times so that progress is consistently good, particularly in lessons covering phonics
 - work is at the right level for pupils so it is not too easy or too hard
 - teachers' marking is more thorough and tells pupils how they can improve their work.
- Improve pupil's progress in writing and mathematics by ensuring teachers:
 - have higher expectations of what pupils can achieve, particularly in mathematics lessons.
 - give pupils clear advice on how to improve their handwriting and the presentation of their work
 - build on recent developments to the writing curriculum and plan more stimulating lessons involving drama, role-play and discussion.
- Improve the effectiveness of leadership and management so that it is good or better by:
 - giving teachers more opportunities to see good practice in this and other schools
 - strengthening the support for subject leaders so that they can raise standards more quickly
 - providing greater challenge and support for class teachers across the school
 - improving communication with parents so that they know more about their child's progress and events that are happening in school.

Inspection judgements

The achievement of pupils **requires improvement**

- Achievement requires improvement because pupils do not make consistently good progress in all year groups in school. At the end of Year 6, progress is better in mathematics than it is in writing but pupils have still not caught up with their peers nationally.
- Pupils enter the school with skills and abilities that vary from year to year but are often below those of others of their age. When pupils leave, standards are still below average, although, over the last four years, results in Year 6 have improved each year by small amounts.
- Pupils' progress in mathematics is too varied. In 2012 it was just below the level expected nationally but predictions for 2013 are that it will be lower. In Key Stage 1 progress is slow because expectations of what pupils can achieve are too low. In Key Stage 2, in contrast, the rate of progress improves significantly.
- Progress in writing is too slow for pupils to make the rapid gains in achievement they need in order to close the gap with other schools. Recently, it has improved because the school has rightly prioritised this area and standards are improving. Current pupil tracking data and analysis of pupils' books show that attainment is expected to be closer to the national average in 2013.
- Pupils' performance in the Year 1 phonics check was well below national averages. Pupils enjoy their reading and can talk with enthusiasm about books they have read. However, they are not consistently given the kind of focussed, high quality teaching that would enable them to improve their early reading skills rapidly.
- The school has used the new pupil premium funding to provide additional teaching assistant support for literacy and numeracy in lessons and in small groups. This has been effective in ensuring that these pupils make similar progress to their classmates. They are now on average one term ahead in English and one term behind in mathematics.
- Disabled pupils and those with special educational needs make similar progress to other groups of pupils in the school. This is because of effective support from the Special Educational Needs Co-ordinator.
- Partnership working across the federation is enabling teachers to make more confident and accurate judgements about the levels of progress pupils make.

The quality of teaching **requires improvement**

- Teaching is not yet good because work is sometimes too hard or too easy for individual pupils. In some lessons, teachers' expectations of what pupils can achieve are too low and teachers do not ensure that enough work is covered in each lesson.
- There is some good practice in the way work is marked, but the quality of marking is inconsistent between classes. It does not always provide enough feedback to pupils so that they know how to improve. Pupils are not consistently given opportunities to respond to marking.
- Despite these inconsistencies, the quality of teaching is improving as a result of the sharing of good practice across the school in the federation. There is no inadequate teaching and some is

outstanding. An outstanding music lesson helped pupils to work at a very high level. The teacher's expectations were for total concentration and maximum effort and this led to some excellent four-part singing.

- In The Early Years Foundation Stage, the well-organised and resourced classroom enables children to progress in a wide range of activities. In one lesson, the 'Hungry Caterpillar' story was used to encourage work both indoors and outdoors and children showed great enthusiasm and pride in their work.
- The recent introduction of more active writing lessons has improved the rate of progress in writing. The recent work on Shakespeare was of a good standard. Pupils join in and learn particularly well when drama and role play and discussion helps them to explore ideas, but have insufficient opportunity to do so.
- Outdoor lessons support learning effectively. This is particularly true in science. Pupils talked confidently about searching for mini-beasts and leaves in the woods and then using microscopes to analyse what they had found.
- Teaching assistants are used appropriately to support pupils' learning. The new 'Small Group' room is being used effectively to provide increased support for different groups of pupils, including disabled pupils and those with special educational needs.

The behaviour and safety of pupils is good

- Pupils say they enjoy coming to school and that lessons are fun. Their behaviour in lessons and around school is good. Their attendance is average.
- In lessons, pupils work hard and are enthusiastic. They are always keen to take part and answer questions.
- Pupils show respect for one another. For example, in a Year 6 lesson based around building self esteem, they showed considerable sensitivity towards one another as discussions took place.
- Pupils are clear about how they should behave, say they feel safe and confirm that adults manage their behaviour fairly. They say that behaviour has improved recently in school and most parents and staff agree.
- Pupils show a good understanding of different types of bullying, such as persistent name calling, physical and cyber bullying. There is very little bullying and when there is, pupils say the teachers deal with it effectively.
- Pupils enjoy practical activities and behave well when engaged in exciting lesson activities such as playground treasure hunts, or outdoor drama.
- Leaders at all levels and in particular the Special Needs Co-ordinator work very effectively with specialist agencies to provide high quality support for pupils who have behavioural or emotional difficulties.

The leadership and management requires improvement

- Leadership and management require improvement because, until recently, there has been

insufficient support and challenge for staff to enable them to raise standards as quickly as needed. This is true, both of the quality of teaching in classes and of the impact of subject leaders in raising standards in their subjects.

- Leadership over time has not ensured the teaching of phonics in Key Stage 1 is consistently strong. The federation is beginning to allow both schools to share good practice in this and other areas. However, class teachers have not been given sufficient opportunities to see good or outstanding practice in other schools, so that they can pitch their expectations of what pupils can achieve more appropriately. Subject leadership has not been fully effective but it has now been strengthened by the decision to link together subject leaders and their responsibilities across both schools including moderation of work and assessments. Joint training and joint subject leadership briefings are leading to a steady improvement in the quality of teaching.
- Communication with parents requires improvement. Over a quarter of parents who responded to the questionnaire indicated they do not receive sufficient details of how their children are progressing or about events in school.
- The new headteacher, with support from the governors, has introduced a new pupil progress tracking system, which provides useful information on aspects of achievement that need improving. This information has been used effectively to target school improvement priorities so that progress is beginning to accelerate in some year groups.
- Pupils' spiritual, moral, social and cultural development is promoted effectively through the curriculum and through the links with the local church. The school offers an appropriate balance of activities to support the progress of pupils in all subject areas.
- The local authority has supported the school effectively by monitoring its performance accurately and providing clear reports to the headteacher and governors on how well the school is doing.
- **The governance of the school:**
 - Governors know the school's strengths well and the areas of the school's performance that require improvement. They have high expectations of what can be achieved and have set appropriate targets for the headteacher. Governors visit the school regularly and meet with staff to discuss progress within the school. They monitor all aspects of the curriculum and all subject areas. They have been successful in building the new federation and in appointing a suitably qualified and experienced headteacher. The school budget is spent wisely and governors know how the pupil premium is being used to support the progress of some pupils. The new appraisal procedures mean that governors ensure pay awards for staff are based on clear criteria and reflect improvements in pupils' achievement. Good records are kept of this system. Safeguarding meets statutory requirements.

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	120785
Local authority	Norfolk
Inspection number	412044

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	108
Appropriate authority	The governing body
Chair	Kevin Blogg
Headteacher	Keith Wright
Date of previous school inspection	26 March 2009
Telephone number	01362 688282
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