

# Banham Community Primary School

Crown Street, Banham, Norwich, NR16 2EX

**Inspection dates** 13–14 June 2013

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	This inspection:	<b>Outstanding</b>	<b>1</b>
Achievement of pupils		Outstanding	1
Quality of teaching		Outstanding	1
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Outstanding	1

## Summary of key findings for parents and pupils

### This is an outstanding school.

- From below-average starting points, pupils reach above-average standards in English and mathematics by the end of Year 6.
- Much, but not all, teaching is outstanding. None is ever less than good. Teachers have excellent understanding of pupils' individual learning needs and carefully set work which enables them to make rapid progress in all subjects.
- Pupils' behaviour is outstanding. They are proud of their school and excited to attend. They respond very positively to their varied and imaginative learning opportunities.
- Pupils have a very good understanding of how to keep themselves and others safe.
- Teaching assistants make an excellent contribution to pupils' progress as they are highly skilled and deployed very effectively.
- The headteacher is an exceptional leader who pursues excellence in all the schools' activities. His forward-thinking approach means there is much innovation in school in both teaching and leadership. Consequently, teaching and achievement have much improved since the previous inspection.
- The creative curriculum and outstanding use of information and communication technology (ICT) make learning fun and engaging for all pupils. This excellent provision contributes strongly to pupils' spiritual, moral, social and cultural development.
- School-improvement planning is exemplary. It is fully focused on continued improvement to pupils' achievement and carefully monitored by staff and governors.
- The school has developed very helpful links with local schools, which greatly contribute to pupils' academic and personal development.
- The relentless drive and ambition shown by leaders, staff and governors means the school has excellent capacity to continue to improve.

## Information about this inspection

- The inspector observed seven lessons, all of which were joint observations with the headteacher.
- Pupils were heard reading in Year 1 and Year 6, the teaching of phonics (the sounds that letters make) was observed.
- Meetings were held with the headteacher, special educational needs coordinator, the Chair of the Governing Body and six other governors. The inspector also spoke to a representative from the local authority on the telephone. A meeting was held with a group of pupils and many pupils were spoken to informally during the inspection.
- The inspector considered 29 responses to the online Parent View survey and three letters from parents. She spoke to parents at the beginning of the school day to gather their views about the school. She also considered six responses to the staff questionnaire.
- The inspector analysed work in pupils' books with the headteacher.
- The inspector looked at a number of documents including: the school's self-evaluation, school improvement plans, minutes of meetings of the governing body, safeguarding files, data on pupils' current progress, information on the management of teachers' performance and the monitoring of teaching.

## Inspection team

Emily Simpson, Lead inspector

Additional Inspector

## Full report

### Information about this school

- The school is a smaller-than-average primary school. Pupils are taught in four classes.
- The proportion of disabled pupils and those who have special educational needs supported through school action is below average. The proportion of pupils supported at school action plus or with a statement of special educational needs is also below average.
- A below-average proportion of the pupils are known to be eligible for the pupil premium, which provides additional funding to be used for children in local authority care, pupils with a parent in the armed services and pupils known to be eligible for free school meals.
- The school runs its own breakfast club and after-school club.
- Most pupils come from White British backgrounds.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' achievement and progress.

### What does the school need to do to improve further?

- Increase the proportion of outstanding teaching by sharing the expertise that exists in the school so all teachers are able to develop their skills to the full.

## Inspection judgements

### The achievement of pupils is outstanding

- Children start school with skills below those typical for their age, especially in communication, language and literacy. In Reception, they make excellent progress in all areas of their learning and are well equipped to begin Year 1.
- Because there are so few pupils in year groups, attainment varies across the key stages. However, pupils' achievement in Key Stage 1 has rapidly improved over the last three years in reading, writing and mathematics – taking into account the variations in starting points in small year groups. Year 2 pupils are currently achieving above the national average in reading and writing. They are reaching the national average in mathematics, which shows improvement in performance.
- Pupils continue to achieve very well in Key Stage 2, especially in Years 5 and 6, and their attainment improves considerably. In 2012, all pupils made at least expected progress and a majority made more-than-expected progress in English but not mathematics. School leaders took decisive action to tackle this discrepancy. As a result, school data on current progress, verified by lesson observations and scrutiny of pupils' work, show pupils are now making better-than-expected progress in both subjects.
- Disabled pupils and those who have special educational needs make outstanding progress from their starting points. The school has introduced a new approach to setting targets for all pupils which means teaching is tightly focused on each pupil's personal learning needs. This has enabled all pupils, including those with additional needs, to make accelerated progress.
- Pupils across the school eligible for pupil premium funding represent a small group. They make excellent progress and achieve as well as other pupils. However, in 2012, there were not enough Year 6 pupils known to be eligible for the pupil premium to comment on their attainment. Funds are used carefully to provide one-to-one support and breakfast club places. The progress of this group is monitored carefully and frequently so the impact of extra help can be reviewed.
- Reading is a strength of the school. Pupils enjoy reading and are taught effective strategies to work out unfamiliar words. Pupils are confident readers and are provided with a range of interesting books to read at home and at school.
- Pupils enjoy challenging problem-solving activities in mathematics. They respond keenly to these challenges, which help them make quick progress. Learning in mathematics is skilfully linked with learning in other subjects. For example, Years 3 and 4 pupils enjoyed calculating Henry VIII's weight gain using a partially numbered scale. This active engagement in learning activities helps pupils progress more quickly in lessons.
- Pupils are given frequent opportunities to write at length in a variety of styles. Writing seen in pupils' books was of excellent quality because pupils are given stimulating activities to write about. In Years 5 and 6, pupils wrote scripts between an interviewer and movie star based at a film premiere and they filmed these on iPads. Very competent use of modern technologies meant pupils were able to view and analyse the interviews at the end of the lesson.

**The quality of teaching is outstanding**

- In the Early Years Foundation Stage, adults work very well together to provide interesting learning activities linked to a common theme. For example, activities in Reception were linked to *The Very Hungry Caterpillar* and complemented a class trip to the zoo. Children enjoy their learning and there is a good balance between teacher-led and child-initiated learning.
- Teachers have excellent subject knowledge, and when they introduce new ideas to pupils they are extremely clear in their explanations. They insist on pupils using correct technical vocabulary. This was seen in Years 1 and 2 where pupils of all abilities were correctly using complex mathematical terminology. These high expectations enable pupils to learn rapidly and make exceptional gains in knowledge – even in the younger classes.
- Teachers have very high expectations of what pupils can achieve and plan work that will challenge them to develop new skills and think deeply about their learning. Excellent relationships between pupils and teachers mean pupils are eager to do well for themselves and their teachers.
- Teachers provide written feedback that is appropriate to pupils' ages. Comments are of very high quality and identify positive features of pupils' work and targets for improvement. Pupils are given time to respond to marking and make improvements to their work. Detailed and consistent marking in all classes contributes to sustained and rapid improvements in pupils' achievement in all subjects.
- The school has provided highly effective training to develop the role of teaching assistants; as a result, they make an outstanding contribution to pupils' progress. In the Early Years Foundation Stage, a teaching assistant runs a 'Talk Boost' intervention programme to help children who struggle in developing their use of language. Pupils in this group make excellent progress and enjoy sharing their new speaking and listening skills in weekly whole-class sessions. Parents are overwhelmingly positive about the impact of this intervention on their children's speech and confidence.

**The behaviour and safety of pupils are outstanding**

- Pupils have very positive attitudes to learning. They all enjoy lessons because teachers make work fun. One boy commented, 'Teachers work very hard to make things better for us and that makes school awesome.' All classrooms in school are buzzing with productive chattering as pupils work together happily and eagerly – all conversations are about learning.
- Pupils show immense pride in their school and their work. They are eager to discuss their work with each other, staff and visitors. They behave well around the school and benefit from excellent playtime facilities including a large field.
- The school has consistently effective systems for managing pupils' behaviour, which are used fairly by all staff. These systems are effective as school records show incidents of misbehaviour have rapidly declined over a three-year period. Pupils report it is very rare for anyone to misbehave in school.
- Pupils have an excellent understanding of how to keep themselves safe, including when using the internet. Parents are right to recognise that pupils are kept safe in school.
- Pupils report there is no bullying in school and they understand the key difference between

falling out with friends and bullying.

- Positive attitudes towards school are reflected in this year's above-average attendance and pupils' meticulous punctuality.

### **The leadership and management are outstanding**

- The headteacher leads by example. He encourages staff to be creative, reflective and forward thinking in his leadership of this outstanding school. As a result of his very effective leadership, the school has made rapid improvement since the previous inspection.
- School self-evaluation is accurate and links closely with school improvement planning. The headteacher has an exceptional understanding of data on pupils' progress and achievement. He uses this information in planning improvements and driving these forward in all areas of the school's work. Plans are monitored closely by staff and governors. If planned actions are not increasing pupils' rates of progress, they are adapted immediately.
- The range of subjects and learning experiences provided are exceptional. Pupils have excellent opportunities to use key skills developed in English and mathematics at times other than in the daily literacy or numeracy lessons. Using their skills in a range of subjects contributes to pupils' rapid learning because they enjoy the thematic approach in all of their lessons.
- The school provides numerous excellent opportunities for pupils to develop their spiritual, moral, social and cultural awareness. Assemblies include termly visits from leaders of different religious and cultural groups. This learning opportunity builds a strong relationship between the school and the visitors and pupils develop a rich understanding of different faiths.
- Leaders and managers work tirelessly to improve parental participation. A very successful 'Parents' Forum' enables parents and leaders to discuss planned changes and help the drive to successful implementation. Leaders have the opportunity to explain the justification and intended impact of new initiatives. A number of parents spoke positively about this initiative.
- The school joins together with local schools to provide training opportunities for staff. However, there is even more teaching expertise yet to be shared from teaching within the school than is currently exploited. The management of how staff perform, including the training of teachers and other adults, very effectively meets the needs of the school and individual staff. The link between the performance of teachers and their salary progression is strong.
- Statutory safeguarding requirements are met.
- The school ensures there is no discrimination and successfully promotes inclusion of all pupils in learning and social activities. The drive to ensure every learner has an equally successful start in life is successful as all groups of pupils achieve outstandingly. The rigorous approach taken to who is identified as having special educational needs has led to better teaching overall. Excellent leadership of special educational needs is currently taking identified pupils' achievement even further forward.
- The local authority has identified the school as needing only light-touch support. The strength in the school's leadership to bring about further improvements is fully acknowledged by the local authority.

**■ The governance of the school:**

- The governing body is highly effective; it shares the ambitious vision of the headteacher. One governor rightly noted that the school is a learning establishment at every level and that leaders and staff are 'proactive rather than reactive'. Governors are highly organised and, under the strong leadership of the Chair of the Governing Body, review their own contribution to school improvement at frequent intervals. They have a very good understanding of the quality of teaching and apply the link between performance and pay. Governors have an exceptional understanding of school performance data on pupils' achievement and use this to successfully challenge and support the headteacher in bringing about further improvement. They are fully involved in decisions about how the pupil premium funding is spent. They ensure all policies, including safeguarding, are kept up to date.

## 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

<b>Unique reference number</b>	120782
<b>Local authority</b>	Norfolk
<b>Inspection number</b>	403446

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

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	101
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Jonathan Stanley
<b>Headteacher</b>	Paul Seeman
<b>Date of previous school inspection</b>	5 December 2007
<b>Telephone number</b>	01953 887293
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