

# Bawdeswell Community Primary School

Fakenham Road, Bawdeswell, Dereham, NR20 4RR

**Inspection dates** 23–24 April 2015

<b>Overall effectiveness</b>	Previous inspection:	Requires improvement	3
	This inspection:	<b>Good</b>	<b>2</b>
Leadership and management		Good	2
Behaviour and safety of pupils		Good	2
Quality of teaching		Good	2
Achievement of pupils		Good	2
Early years provision		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- Leaders, managers and governors have successfully improved the school since its previous inspection. Teaching and pupils' achievement are now good.
- The current Year 6 pupils have made good progress. Their attainment has risen rapidly.
- There has been particular improvement in pupils' writing across the school.
- Good teaching engages pupils well and gives them a thirst for learning.
- Children make a good start in the early years. They enjoy taking part in a wide range of interesting activities.
- Pupils behave well both in class and around the school. They have very positive attitudes to learning. They say they feel safe in school, a view supported by most of their parents.
- The school has a well-deserved reputation for excellence in music, drama and art. It has a growing reputation for success in sport.
- The governing body has a clear understanding of what the school does well and how it can improve further. Governors have been instrumental in improving the buildings and grounds.

### It is not yet an outstanding school because

- The most-able pupils are not always given sufficiently difficult work to do.
- Marking does not consistently show pupils how to improve their work.
- On occasions pupils do not have time to act upon the guidance in their books.
- The school does not have any formal ways of finding out pupils' views.

## Information about this inspection

- The inspector observed learning in 10 lessons or parts of lessons, almost all jointly with the headteacher or deputy headteacher. The inspector also attended two assemblies.
- The inspector heard pupils read and, with the headteacher and deputy headteacher, looked closely at samples of pupils' work.
- The inspector looked at a wide range of school documents including development plans, policies, self-evaluation reports and safeguarding records. He considered evidence of the school's partnership work and the information provided for families.
- A meeting was held with a group of pupils chosen at random. Discussions were held with senior leaders, subject leaders, teachers and other staff. The inspector talked to the Chair of the Governing Body and two other governors and to two representatives from the local authority.
- The inspector took account of the 15 responses to the online questionnaire, Parent View. He also spoke informally to parents.
- The inspector considered the 14 staff questionnaires that were completed.

## Inspection team

Nick Butt, Lead inspector

Additional Inspector

## Full report

### Information about this school

- The school is smaller than the average-sized primary school. There is a Year 4 class and three mixed-age classes including one that combines Reception children and Year 1 pupils. Reception children attend full time.
- Most pupils are White British.
- The proportion of pupils supported by the pupil premium (additional funding for pupils known to be eligible for free school meals or looked after by the local authority) is average.
- The proportion of disabled pupils and those who have special educational needs is above average.
- There were too few pupils in Year 6 in 2014 to be able to comment on current government floor standards.
- Since September 2011 the school has been in a hard federation with North Elmham Voluntary Controlled Primary School. The schools share a headteacher, deputy headteacher and governing body.
- The school is about to expand into two new classrooms.

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

- Move teaching to outstanding by making sure that:
  - the most-able pupils are always given work to do that is sufficiently difficult
  - marking clearly shows pupils how to improve their work
  - teachers give pupils time to act upon the guidance in their books.
- Establish more formal structures for finding out pupils' views and so develop their understanding of democracy.

## Inspection judgements

### The leadership and management are good

- The headteacher, deputy headteacher and governing body already have a successful track record of leading the partner school in the federation. They have combined their considerable skills to bring about rapid improvement at Bawdeswell so that it is also now a good school.
- They have created a culture in which every pupil is valued as an individual and where teaching and pupils' behaviour are good. Strong leadership of teaching has meant that teachers are clear about how to become even more effective. They are given challenging targets to improve their performance. Leaders follow these up on a regular basis.
- The deputy headteacher has introduced very clear and accessible systems for tracking pupils' progress. This means that teachers have a good understanding of how well pupils are doing and what next will help them to improve their learning.
- Subject and other leaders are enthusiastic and knowledgeable about their work. They keep careful checks on the quality of the provision in their areas. Consequently, leaders at all levels have an accurate view of the school's effectiveness.
- The federation has had a beneficial impact enabling the sharing of resources and expertise, and giving pupils opportunities to work together. For example, the Reception children of the two schools joined together to celebrate Chinese New Year.
- Leaders have correctly identified the need to ensure that the most-able pupils are sufficiently challenged and that marking is consistently good across the school, with pupils having time to make corrections.
- Leaders spend the pupil premium effectively so that there are no significant gaps between the achievements of disadvantaged pupils and the others in the school. This funding supports eligible pupils academically and also gives them opportunities for personal development, for example through subsidising trips.
- The school promotes equality of opportunity well, fosters good relationships and ensures that there is no discrimination. Staff support pupils with particular medical or other needs very well so that they can take a full part in the life of the school.
- The good quality curriculum engages pupils well. The school has particular strengths in singing, drama and the arts. Public spaces come alive with children's artwork. For example, as part of their geography project, Year 5 and 6 pupils made clay sculptures depicting the course of a river through the landscape viewed from the air. Pupils learn about different faiths and cultures, visit places of worship and host visitors. Older pupils acted out a Jewish wedding, for example, complete with dancing. Such activities promote pupils' spiritual, moral, social and cultural awareness well.
- Pupils have an increasing understanding of British values. For example, they learnt about St George and the dragon for St George's day on 23 April. They have a good understanding of showing tolerance and respect for others and a sense of fair play. Leaders are identifying ways to increase their awareness of democratic values through providing more formal structures for them to express their views about the school's work. In these ways they are preparing pupils effectively for life in modern Britain.
- The school spends its primary physical education and sport premium effectively through employing coaches and subscribing to the local sports partnership. As a result, more pupils want to be involved in sport and take an increasingly successful part in tournaments. The school has enjoyed recent triumphs in swimming and cross country.
- The local authority has supported the school well on its journey to becoming good and has taken a close and positive interest in its progress. The school has valued support for senior and subject leaders.

- Safeguarding arrangements meet all requirements and are effective. Leaders carry out all necessary checks on staff and keep careful records of any concerns about pupils' welfare.

#### ■ The governance of the school:

- The governing body is effective. Governors have a good understanding of data and how pupils are performing compared with pupils in other schools. They know about the quality of teaching and make regular visits to the school to find out for themselves how pupils are doing. They are aware of the targets that are set for teachers to manage their performance. Governors ensure that pay rises are only awarded if merited and know what is done to tackle any underperformance. Governors hold leaders to account for the performance of the school. They have been most helpful in securing improvements to the building, including the new classrooms.

### The behaviour and safety of pupils are good

#### Behaviour

- The behaviour of pupils is good. They have positive attitudes to learning and approach their work with enthusiasm. Most pupils concentrate well in lessons and are keen to take a full and active part.
- Pupils are polite and friendly and show consideration to one another in the playground and around the school. Pupils enjoy taking responsibility as helpers. They say that staff are always willing to listen to their suggestions for improving the school. However, at present, there are no formal arrangements for pupils to express their views.
- Pupils raise money for charity, such as through organising a sponsored skip. They also work with the 'Friends of the School' to arrange cake sales and similar events.
- Just occasionally, a few pupils become distracted but they quickly refocus when reminded by an adult.
- Attendance is above average and pupils are punctual to school. This reflects their enjoyment of school.

#### Safety

- The school's work to keep pupils safe and secure is good. On the rare occasions bullying may occur, pupils say that they are confident staff will deal with it. They understand about different types of bullying such as cyber-bullying.
- Pupils know about how to keep safe in a range of situations. The Year 6 pupils benefit from working with the emergency services in role-play to gain a full understanding of how to deal with fire and other risks.
- Pupils have been trained in e-safety and know how to stay safe when using the internet. They say they feel safe at school. They say, 'The lunchtime staff care about us and they sort out any problems.'
- Pupils know how to care for the environment, for example, by not dropping litter and turning lights out when they are not in use.

### The quality of teaching is good

- Since the previous inspection, teaching has improved and is now good. Teachers have good subject knowledge and explain clearly to pupils what they are learning. Pupils understand how to succeed in the classroom.
- In the early years, children settle quickly to their tasks, and enter wholeheartedly into learning. They enjoyed finding out about insects in their 'creepy crawly corner'.
- The school's work to improve the teaching of writing has been effective. Teachers show pupils what good

writing looks like. Exciting subjects, such as the First World War, engage pupils well. Year 5 and Year 6 pupils wrote letters home from the front and took part in an excellent dramatic production on what life was like in the trenches.

- Teachers give pupils the tools they need to be able to write effectively. In Years 2 and 3, pupils confidently made notes about the velvet worm and wrote these up in an information piece about predators and their prey. The teacher had carefully shown them how to make the most of their material.
- Pupils make good use of aids such as dictionaries and lists of vocabulary to enhance their writing. This helps them to spell correctly and form interesting sentences.
- Pupils read widely and with enjoyment. Younger pupils use their phonics skills (linking letters and sounds) well to sound out new words. Older pupils can talk about their favourite authors and explain why they like different genres of books.
- The impact of teaching on mathematics is good because pupils are encouraged to explain their thinking and seek different solutions to problems. For example, Year 5 pupils were solving problems around ratio and proportion. Pupils explained the approaches they were taking and supported one another well.
- The presentation of pupils' work has improved this year. They are taking a pride in writing neatly. When marking, teachers often tell pupils what they have done well and how they can improve their work. This is not always consistent, however. Pupils are sometimes not given the time to act upon this guidance and so it loses its impact.

### **The achievement of pupils is good**

- Children join Reception with skills below what is typical for their age, especially in writing and personal and social development. They make good progress in the early years because staff know them well and plan work that develops their early literacy and numeracy skills.
- In 2014 published data did not fully reflect the good progress children had made in the early years because of an over-cautious interpretation of their attainment. Progress information for the current Reception children shows that they are also achieving well.
- Pupils get off to a good start in learning phonics. In 2014 the proportion of Year 1 pupils who reached the required standard was above average.
- Pupils continue to make good progress in Key Stage 1. The current Year 2 pupils are on course to reach above average standards in reading, writing and mathematics by the end of the year. This is a significant improvement on 2014 when attainment was below average.
- There were too few Year 6 pupils in 2014 to report on their attainment or progress in comparison with national figures. The current Year 6 pupils have made good progress from their different starting points, especially in writing. They are on course to reach above-average standards in writing by the end of the year. This is because writing is well taught and pupils have stimulating experiences that motivate them to write well.
- Disabled pupils and those who have special educational needs make good progress like their classmates. This is because their needs are identified early and good quality support enables them to keep up. As a result, the education they receive meets their needs well.
- There were no disadvantaged pupils among the very small Year 6 cohort in 2014. Across the school, disadvantaged pupils achieve well because support staff make a valuable contribution to their learning. The school's information about the success of programmes to help these pupils shows that they make good progress. There are no significant gaps between disadvantaged pupils and the others in the school.
- While the most-able pupils make generally good progress, at times they are not given difficult enough

work to do that really stretches them. This slows their progress. The most-able pupils often excel in reading and writing and produce work of high quality.

### **The early years provision** is good

- Achievement is good in the early years. Children enjoy a wide range of interesting activities that stoke their natural curiosity. Consistently good teaching ensures that children make good progress and develop their early literacy and numeracy skills quickly.
- The rich learning spaces both inside and outside give pupils plenty of opportunity to explore and find out things for themselves. Children behave well and quickly learn to appreciate and follow classroom routines. They benefit from the good example of the Year 1 pupils in their mixed-age class.
- Children can sustain concentration and talk about what they are learning. For example, a child was able to describe the features and functions of a model spaceship he had made out of junk.
- Children grow in confidence because staff identify and meet their needs very well.
- The leadership and management of the early years are good. The leader has built a strong team of knowledgeable staff. Together they assemble a detailed picture of how each child is performing and keep careful records of their achievements. There are strong links with parents, who are very supportive of the early years provision. Staff make sure that children stay safe, especially those with particular needs. Children are well prepared for Year 1.

## 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>	120785
<b>Local authority</b>	Norfolk
<b>Inspection number</b>	462053

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>	106
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Kevin Blogg
<b>Headteacher</b>	Keith Wright
<b>Date of previous school inspection</b>	14–15 May 2013
<b>Telephone number</b>	01362 688282
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