

Inspection of Bunwell Primary School

The Turnpike, Bunwell, Norwich, Norfolk NR16 1SN

Inspection dates:

22 and 23 November 2022

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Requires improvement

Early years provision

Good

Previous inspection grade

Good

What is it like to attend this school?

Pupils at Bunwell Primary School are proud of their school. They feel safe because they are well cared for. Pupils say bullying rarely happens. If they have a worry, they can tell any adult, who will help. Pupils in most lessons listen carefully to adults and to each other.

Pupils are kind to each other. While they recognise that differences exist, they say, 'treat everyone as you want to be treated'.

Pupils are interested in their learning and can recall key facts from their current topics. However, the order in which learning is delivered does not routinely help pupils to make connections with previous learning.

Pupils feel valued because they have a voice which contributes to changes being made at school. For example, playtime equipment was chosen by a pupil vote. Pupils have the opportunity to take on responsibilities by becoming a school councillor or a library monitor.

Trips or visitors into school help pupils to learn more about their topics. This enriches their life experiences. For example, an art trip to a local university inspired pupils to think about future educational opportunities.

What does the school do well and what does it need to do better?

Leaders have reviewed their curriculum so that it plans for learning to build in sensible steps over time. However, these plans do not guide teachers clearly enough for learning to be delivered in the way leaders intend. As a result, what is taught does not consistently reflect the progression of knowledge and skills shown in leaders' plans. Where the curriculum delivery is more effective, for example in mathematics, learning builds in sensible steps and connects new learning with what pupils have learned previously. This is not the case across the whole curriculum.

Reading has been prioritised by leaders. A new phonics programme and carefully chosen texts across the school contribute towards developing pupils' reading skills. Pupils read books that match the sounds that they are learning. However, the teaching of phonics is not consistent across the school. Some phonics sessions do not provide effective opportunities for pupils to practise the sounds they are learning. This means that pupils can sometimes struggle to learn new sounds. This impacts upon how successfully some pupils develop their reading fluency.

Children in the early years access a curriculum that ensures they receive a broad and balanced curriculum spanning all areas of learning. The curriculum is well designed to ensure that children build the skills they need to be well prepared for Year 1. The environment, as well as leaders' high expectations, contributes towards the success of the curriculum. Children are curious about what they are learning, and consequently children become confident learners.

Pupils with special educational needs and/or disabilities (SEND) are accurately identified. Pupils, parents and staff work closely together to consider how best to meet pupils' needs. This makes sure that pupils with SEND are effectively supported and are achieving their best. Where more support is needed for more-complex SEND needs, leaders are quick to seek external advice to support pupils with SEND well.

Teachers have consistent systems in place for making sure pupils understand behaviour expectations and classroom routines. As a result, classrooms are positive environments where pupils can get on with their learning.

Leaders plan and promote pupils' personal, social, and health education well. Pupils learn how to look after themselves and stay safe. This includes, for example, road safety and how to maintain healthy relationships. This knowledge is developed in an age-appropriate way. Pupils understand democracy, giving the example of voting for school council members.

Leaders are aware of staff workload and well-being. They take sensible steps to ensure that staff are well supported.

Governors know the school well. They have appropriate expertise which they use well to find out for themselves how well leaders are securing improvements throughout the school.

Safeguarding

The arrangements for safeguarding are effective.

Staff understand their responsibility to safeguard pupils. This includes carrying out the appropriate checks to ensure that all adults are suitable to work with pupils.

Regular and specific training helps adults to understand and identify the risks pupils face. This helps staff to be vigilant about looking out for signs of harm. Adults know how to report a concern. Leaders take swift action in response to any concerns raised. This includes involving other agencies where needed.

The curriculum content ensures that pupils learn about how to stay safe online and in the wider world, as well as what steps they would take if they had a concern.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Leaders have introduced a new programme for the systematic teaching of synthetic phonics and early reading. Staff have taken part in relevant training. Leaders should ensure that staff continue to receive the guidance and training they need to implement the new programme well, building on the examples of effective practice that are already in place.

- In a few areas of the curriculum leaders do not sufficiently set out how knowledge and skills will develop learning progressively over time. Pupils do not learn the depth of knowledge they need to build up their understanding over time. Leaders should ensure that the curriculum is suitably progressive and well-designed across all subjects. They should ensure that teachers are aware of and teach the key knowledge pupils need to learn and know, so pupils can achieve well.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	143459
Local authority	Norfolk
Inspection number	10241055
Type of school	Primary
School category	Academy converter
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	87
Appropriate authority	Board of trustees
Chair of trust	Julie Fletcher
Headteacher	Emily Husbands
Website	bunwell.cee.coop
Date of previous inspection	29 October 2019, under section 8 of the Education Act 2005

Information about this school

- Bunwell Primary School became part of the Cooperative Education Trust in November 2016.
- The school has four mixed-aged classes. The youngest class is a mix of the Nursery and Reception children.
- Leaders provide a daily breakfast and after-school club.
- Leaders do not use any alternative provision.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.

- During the inspection, inspectors held meetings with the headteacher, the assistant headteacher, the trust deputy headteacher, the chief executive officer and the special educational needs coordinator.
- Inspectors met with four members of the local governing body. This included the chair of the local governing body who is also chair of the board of trustees. Inspectors also looked at minutes from the local governing body meetings.
- Deep dives were carried out by inspectors in reading, mathematics and Geography. The inspectors met with curriculum leaders and visited lessons. The inspectors reviewed pupils' work in these subjects, as well as speaking with teachers and pupils.
- Pupils were observed reading to a familiar adult by the lead inspector. Inspectors looked at pupils' behaviour at lunchtime and at after-school club.
- Arrangements for safeguarding were looked at by the inspectors. This included scrutinising the single central record and meeting with the designated safeguarding lead to review other safeguarding documentation.
- The inspectors considered the 24 responses to Ofsted's online survey, Ofsted Parent View, and 24 free-text comments.
- The inspectors also considered the 12 responses to the Ofsted staff survey and 44 responses to the pupil survey.

Inspection team

Sharon Waldron, lead inspector

His Majesty's Inspector

James Adkins

Ofsted Inspector

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