

Inspection of Barnham Broom Church of England Voluntary-Aided Primary School

Norwich Road, Barnham Broom, Norwich, Norfolk NR9 4BU

Inspection dates: 19 and 20 March 2024

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Good

Leadership and management

Requires improvement

Early years provision

Good

Previous inspection grade

Good

What is it like to attend this school?

Most pupils are happy and enjoy their time at Barnham Broom, where the school encourages them to 'reach for the stars'. The school is friendly and inclusive. Staff take the time to listen to what pupils have to say. Pupils are safe. They trust adults to act if they are worried about something.

Pupils receive awards for showing positive attitudes to learning. These include 'house points' or certificates. Many pupils behave well in lessons and during lunchtimes. However, the school's expectations of behaviour are sometimes too low. Consequently, some pupils do not show enough respect to each other or adults. This can lead to learning being disrupted.

Pupils enjoy roles of responsibility. These include being a school councillor or a house captain. Pupils have a voice in the school. For example, the recently formed eco-council organised a successful 'no electric day' linked to their topics. Pupils enjoy the extra-curricular clubs on offer. For example, the Christmas craft club is extremely popular. Older pupils value being responsible for running clubs, such as football, for the younger children.

Pupils are active in their community. For example, there are close links with the local church. Pupils regularly attend and take part in the services. These encourage pupils to become reflective and thoughtful learners.

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

Pupils experience a broad and balanced curriculum. The school has clearly identified the knowledge pupils will learn. They have considered the nature of the mixed-age classes well. This includes in the early years, where the school has designed the curriculum to give children access to effective learning. Through a combination of adult-led and independent sessions children learn important knowledge. For example, vital routines and turn taking. These help children to quickly build positive relationships with adults and each other. Children work and play well together. This helps to prepare children for their learning in Year 1 and beyond.

The way the school checks how well pupils are achieving is better developed in some subjects than others. For example, in mathematics, teachers identify specific gaps in knowledge. They use this information to address pupils' misconceptions. In some subjects, teachers' checks on how well pupils retain knowledge is less effective. When this happens, teachers do not address pupils' gaps in knowledge or their misconceptions as well as they might.

Staff choose a range of interesting and high-quality texts linked to the curriculum. These help pupils to enjoy reading. Pupils who need help with reading are provided with books with words that they can read and sound out. This helps these pupils to develop their fluency. However, because training is infrequent, sometimes planned

activities do not engage some pupils. As a result, these pupils find it challenging to listen and learn. The school is aware that this needs to be addressed.

The school identifies the needs of pupils with special educational needs and/or disabilities (SEND) effectively. Typically, personalised plans are detailed with precise and measurable targets. However, in part due to an increase in the high levels of need, staff do not consistently put the strategies in these plans into practice. When this happens, some pupils with SEND do not consistently get the support they need to access their learning.

There are an increasing number of pupils who require help to regulate their emotions, due to their additional needs. As a result, the school has recently reviewed the behaviour policy. The three key rules of 'ready, respect, safe' are clear for pupils to understand. However, staff do not consistently apply the policy across the school. In lessons, some pupils do not routinely behave well or show respect. They can distract others and do not try hard enough to complete the work set by their teachers. Staff expectations of pupils are sometimes too low. This includes what pupils can achieve and how they should behave. This is also reflected in the variable quality of pupils' work.

The well-planned curriculum for personal development ensures that pupils understand the difference between healthy and unhealthy relationships. Pupils gain an age-appropriate understanding of what they need to know to be a valued citizen in the future. They learn tolerance, respect and the importance of making a positive contribution to society.

Governors fulfil their statutory duties. They are aware of the significant challenges the school has faced since the previous inspection. Together with support from the local authority, they are working to help the school to improve the quality of education pupils receive.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Teachers' expectations of what some pupils can do and how they should behave are sometimes too low. Staff do not consistently apply the school's behaviour policy. When this happens, there is disruption to learning and pupils do not achieve as well as they should. The school should ensure that staff have the same high expectations for how pupils should behave and what they can achieve, while making reasonable adjustments where appropriate. They should also ensure that staff consistently apply the agreed approaches to managing behaviour so that learning is not disrupted.

- Sometimes, staff do not consistently apply specific strategies identified on support plans for pupils with SEND. This means, sometimes, pupils with SEND do not always get the support they need to access the curriculum. The school should ensure that staff consistently use the strategies identified on support plans to help these pupils learn consistently well.
- In some curriculum subjects, checks on how well pupils are retaining key knowledge over time are not yet well developed. This means the school does not always have a sufficiently accurate picture of how securely pupils are learning or where they have gaps in knowledge. The school needs to ensure that the use of assessment in these subjects identifies gaps in pupils' learning so that teachers can plan future curriculum adaptations to ensure these gaps are addressed.

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' is used to mean pupils with SEND; pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	121199
Local authority	Norfolk
Inspection number	10287107
Type of school	Primary
School category	Voluntary aided
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	107
Appropriate authority	The governing body
Chair of governing body	Penny Folkard
Headteacher	Heather Benson
Website	barnhambroomprimaryschool.co.uk
Date of previous inspection	9 May 2018, under section 8 of the Education Act 2005

Information about this school

- The school has a Christian religious character. The school's most recent inspection of its denominational education, under section 48 of the Education Act 2005, took place in February 2020. The school's next section 48 inspection will be within eight years of this date.
- The school does not use any alternative providers.
- The school operates and manages a before- and after-school club.

Information about this inspection

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

Inspections are a point-in-time judgment about the quality of a school's education provision.

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

- Inspectors carried out deep dives in these subjects: early reading, mathematics and history. For each deep dive, inspectors met with subject leaders, spoke to teachers, spoke to pupils about their learning and looked at pupils' work. The lead inspector listened to a sample of pupils read to a familiar adult.
- Inspectors reviewed other curriculum areas and spoke to leaders about these subjects, including personal, social, health and economic education.
- To evaluate the effectiveness of safeguarding, inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors held meetings with the headteacher, senior leaders and members of the governing body, including the chair of the governing board.
- Inspectors reviewed a range of documentation provided, such as minutes of governor meetings, the school self-evaluation form, school improvement documents and information relating to pupils' attendance and behaviour.
- Inspectors spent time observing and speaking to pupils, including at lunchtime. Inspectors also took account of the 27 responses to Ofsted's pupil survey.
- Inspectors gathered parents' views by speaking with them at the end of a school day. Inspectors reviewed the 22 responses and 22 free-text responses submitted to the online survey, Ofsted Parent View.
- Inspectors gathered staff members' views by speaking with them. Inspectors took account of the 14 responses to Ofsted's staff survey.

Inspection team

Jo Nutbeam, lead inspector

Ofsted Inspector

Rachael Judd

Ofsted Inspector

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