



The Bawburgh School

Inspection Report

Unique Reference Number 120784
LEA NORFOLK LEA
Inspection number 280890
Inspection dates 22 June 2006 to 23 June 2006
Reporting inspector Ms. Cheryl Thompson AI

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

Type of school	Primary	School address	Hockering Lane
School category	Community		NR9 3LR
Age range of pupils	4 to 11		
Gender of pupils	Mixed	Telephone number	01603 742329
Number on roll	85	Fax number	01603 742329
Appropriate authority	The governing body	Chair of governors	Father.Patrick Kerley
Date of previous inspection	28 September 2000	Headteacher	Mrs. Cindy Baldwin

Age group 4 to 11	Inspection dates 22 June 2006 - 23 June 2006	Inspection number 280890
-----------------------------	---	------------------------------------

© Crown copyright 2006

Website: www.ofsted.gov.uk

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

Introduction

The inspection was carried out by an Additional Inspector.

Description of the school

The Bawburgh school is smaller than most schools and serves the local village and areas further beyond. Nearly all pupils are White British with a small number of pupils from minority ethnic backgrounds. Attainment on entry can vary from year to year but is around that typical for the age group. A much higher than average proportion of pupils are identified as having learning difficulties.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 3

The inspector agrees with the school's view that The Bawburgh School provides a satisfactory education and satisfactory value for money. Parents and children hold the school in high regard. Children make satisfactory academic progress and their personal development is good because of the good pastoral care they receive. Each child is known well and valued, not only by staff but by the whole school community. Children are keen to learn from a good curriculum and particularly enjoy the good range of visits. Across the school, achievement is now satisfactory and children make sound progress. Over time, standards for Year 2 are broadly average except in writing where they are below. At Year 6, standards are average in English but below in mathematics and well below in science, although in science they are much better this year and around average. In the Reception class, standards this year are above those expected for the age group and the teaching and curriculum are satisfactory. Teaching and learning are satisfactory, with a strength being the excellent relationships between teachers and pupils. Teaching is less effective in ensuring that more able children get work at the right level to stretch them. Similarly, children with a high level of learning difficulty do not always have the right type of work or support to help them make the best progress. Leadership and management are satisfactory with strengths in promoting children's personal development. There are reasonable systems for checking on the work of the school. However, these systems have not been used regularly enough or with sufficient thoroughness to bring about improvement in teaching and children's achievement. Improvement since the last inspection is satisfactory. The recent intervention by the local authority has been very beneficial. There is now a much clearer understanding of what the school needs to do to bring about improvement. Consequently, there is a satisfactory capacity to improve.

What the school should do to improve further

- Raise achievement and standards by ensuring that teachers make better use of the school's systems for checking on children's progress so that work is more accurately matched to the needs of individual pupils. - Improve the quality of teaching and learning by regularly and rigorously monitoring quality and standards, identifying areas for improvement and implementing changes as required. - Improve the quality of individual education plans so that the work and level of support meet the needs of children with learning difficulties more accurately.

Achievement and standards

Grade: 3

Standards in national tests, as compared with other schools, vary considerably from year to year because year groups are small and often statistically unreliable. The trend over time is for standards to be around average at the end of Year 2 in reading and mathematics, and below average in writing. At Year 6 standards are usually around average in English, below average in mathematics, and well below average in science.

The school's targets are reasonably challenging and are likely to be exceeded in English this year, but not quite met in mathematics. This year, standards in science are much better than in previous years, reflecting the recent improvements in teaching. There has been a history of staffing difficulties which has had a negative impact on children's continuity of learning and led to underachievement. The school had not paid enough attention to making sure that pupils had made sufficient progress and had not always taken sufficient action once shortfalls had been identified. Together with the local authority, the school has put in place a 'raising attainment plan' which is having a good impact. Children now generally make satisfactory progress as they move through the school. The one exception was in science at Years 5 and 6, where, until very recently, progress had been unsatisfactory because of inadequate teaching. The teaching of science in this class is now satisfactory and older pupils are now making suitable progress in science. In Reception standards are above average this year. Children make satisfactory progress overall, and very good progress in learning letter sounds which help them to read and write. The great majority of children with learning difficulties make satisfactory progress but a few do not have the right sort of work or support to help them make the best possible progress. Some more able children, particularly those in Year 2, have not made enough progress this year because their work has not been sufficiently challenging.

Personal development and well-being

Grade: 2

Children's personal development and well-being are good overall and are particularly good for children in the older class. It is clear that all children enjoy school and feel happy and secure. They behave well and have positive attitudes to their work. Their attendance is satisfactory. Spiritual, moral, social and cultural development is good with older pupils having well-developed social skills and a keen sense of responsibility. They take their tasks seriously and act as kind and helpful friends to the youngest children. The school council and environment group have a positive effect on school life and the care provided within it. Children develop a good understanding of how to be healthy and safe through an extensive programme of personal, social and health education as well as cycle proficiency courses. Basic literacy, numeracy and information and communication technology (ICT) skills are developed adequately as children move through the school and contribute satisfactorily to their future well-being.

Quality of provision

Teaching and learning

Grade: 3

Teaching and learning are satisfactory overall. A few parents commented that the high number of different teachers and students that the children have has an unsettling effect on their child's education. However, in the main, the use of 'specialist' teachers for art, music, physical education and science gives children the advantage of learning with teachers with particular expertise. For example, a good Year 2 science lesson was

observed and standards in art and design are high. Until recently the specialist teaching of science in Years 5 and 6 was unsatisfactory because expectations were not high enough. Class teachers know their pupils very well and relationships are excellent. Pupils say they like all their teachers. Teachers' planning is adequate and usually includes work for more able children. However, there is not always enough challenge in this work to move them on at a good rate. Children's work is always marked but does not provide them with enough information as to how they can do better. Individual education plans are generally adequate but those for children with higher level of learning difficulties are imprecise, which leads to them sometimes having the wrong type of work.

Curriculum and other activities

Grade: 2

The curriculum is broad, balanced and relevant and of good quality. It also includes French and Spanish, and is enriched with a good range of visits which children love and eagerly await. There is a suitable range of clubs and opportunities to take part in inter-school competitive sports. The curriculum also provides good opportunities for children's personal development, for example, Years 5 and 6 have a residential visit and Year 6 'shadow' the Chair of Governors for work experience. The curriculum for Reception children is satisfactory but they need more opportunities to work and play outside.

Care, guidance and support

Grade: 2

Care, guidance and support are good. The school has adequate procedures in place for ensuring pupils' safety and good procedures to ensure their welfare. Police checks are carried out on all the adults who work with the children, whether as staff or volunteers. The pastoral care for pupils is excellent. In this small school all children are known well and valued as individuals by staff and other pupils. Children are kind to each other and look after one another very responsibly. They say there is no bullying in school and they feel safe. They are confident that if they have any problems or difficulties they will be dealt with quickly. There are good systems for keeping track of children's progress but they are not being used effectively to ensure good progress.

Leadership and management

Grade: 3

Leadership and management are satisfactory. Led by the headteacher, there is a very strong team spirit and commitment to the nurturing and care of each child. Whilst this commitment is very successful in promoting pupils' personal development, it is less successful in making sure all children achieve as well as possible and reach high standards. Teaching and learning are monitored, but not with sufficient frequency and rigour to ensure that quality and standards are good enough. The school has a reasonable idea of its strengths and areas to improve but its improvement planning,

though aspirational, has not been good enough to move the school forward at a good rate. The recent involvement of the local authority to put in place a 'raising achievement plan' has been very beneficial and given the school a very clear focus for improvement. The school now realises that it must keep a much closer eye on children's progress. The plan also provides a good model on which to base future planning with measurable targets for success. Parents are consulted on specific matters such as school dinners and workshops. Governors are very supportive of the school and fulfil their roles satisfactorily but need to develop their understanding of the standards achieved in the school in order that they can act as a 'critical friend' and encourage the school to do even better. There has been reasonable improvement on the two issues for improvement noted at the last inspection. Children have much better opportunities to use computers but there has not been enough monitoring of the quality of teaching provided by 'specialist' teachers. Since the recent intervention by the local authority, the school has a satisfactory capacity to improve.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: www.ofsted.gov.uk.

Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
--	-----------------------	--------------

Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	3	NA
How well does the school work in partnership with others to promote learners' well-being?	3	NA
The quality and standards in foundation stage	3	NA
The effectiveness of the school's self-evaluation	3	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

How well do learners achieve?	3	NA
The standards ¹ reached by learners	3	NA
How well learners make progress, taking account of any significant variations between groups of learners	3	NA
How well learners with learning difficulties and disabilities make progress	3	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	3	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	3	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	2	NA
How well are learners cared for, guided and supported?	2	NA

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	3	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	3	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3	NA
How effectively and efficiently resources are deployed to achieve value for money	3	NA
The extent to which governors and other supervisory boards discharge their responsibilities	3	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

Thank you for welcoming me to your school and being so helpful. I enjoyed having my lovely school dinners with you and talking about what you like doing in school. I was impressed with how kind and helpful you are to one another and it was good to see the older ones helping the younger children at dinner. They told me they like their 'big friends'. You told me that you really like the visits you go on and the residential trips and that you enjoy your lessons. I noticed that all the adults know each of you and look after you very well. You told me that there is no bullying in the school and that if you were worried about anything, you know that an adult will deal with it quickly. I have asked your headteacher to do a few things to make your education even better. I have asked that she check on your lessons and your progress very carefully to make sure you do as well as possible. For example, I have asked her to make sure teachers tell you what you need to do to improve your work and to make sure that those of you who need extra help get the right sort. I hope you continue to enjoy school and that Year 6 enjoy their 'work experience' with Father Kerley. All good wishes.