



Bressingham Primary School

Inspection Report

Unique Reference Number 120789
LEA NORFOLK LEA
Inspection number 280891
Inspection dates 7 June 2006 to 8 June 2006
Reporting inspector Mr. Godfrey Bancroft LI

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

Type of school	Primary	School address	School Road
School category	Community		IP22 2AR
Age range of pupils	4 to 11		
Gender of pupils	Mixed	Telephone number	01379687318
Number on roll	112	Fax number	01379687318
Appropriate authority	The governing body	Chair of governors	Mr. Kristian Wimshurst
Date of previous inspection	4 December 2000	Headteacher	Mrs. Penelope Sheppard

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Introduction

The inspection was carried out by an Additional Inspector.

Description of the school

This is a smaller than average primary school. The socio-economic circumstances of the community are generally favourable and the percentage of pupils eligible for free school meals is below average. Attainment on entry is broadly similar to other children of this age. There are very few pupils from minority ethnic backgrounds and no pupils who speak English as an additional language. The percentage of pupils who have additional learning needs or disabilities is below average. The school operates in full partnership with a nearby primary school. The same headteacher leads and manages both schools.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

Bressingham Primary is a good school with some outstanding features. The findings of the inspection agree fully with the school's evaluation of its own performance. Pupils of all abilities achieve well and make good progress. Provision for children in the Foundation Stage is outstanding and they achieve very well. Overall standards at the end of Year 2 are above average. However standards, in writing are not as high as those in reading and mathematics. By the end of Year 6, standards are well above average. Pupils behave very well and have excellent attitudes to their work. Teaching and learning are good and lessons are typified by interesting and challenging activities. The curriculum is outstanding and pupils' learning is enhanced by an impressive range of additional activities. The care, guidance and support provided for pupils are exceptional. Pupils feel safe and greatly enjoy their time in school. Leadership and management are good. The good leadership of the headteacher gives a clear educational direction and is focused well on the attainment of high standards. Governance is good. However, the governors' procedures to check on and evaluate the quality of provision are not structured sufficiently well. Parents and carers are very supportive and have very positive views of the school. All the issues identified at the time of the last inspection have been addressed successfully and improvement since that time has been outstanding. The school's capacity to improve is good and it provides good value for money.

What the school should do to improve further

- Take action to improve standards in writing in Years 1 and 2 so that they match those for reading and mathematics. - Introduce a structured and focused programme for governors to check on and evaluate the quality of provision.

Achievement and standards

Grade: 2

Attainment on entry is broadly average. Children in the Reception class make very good progress. By the end of their Reception year many children attain standards that far exceed those expected for their age. In Years 1 to 6 pupils of all abilities are achieving well and making good progress. This has not always been the case. By the end of Year 6, standards over the last three years have been average and pupils in Years 3 to 6 have made less progress than expected. The school recognised this problem and solved it effectively. Pupils currently in Year 6 are achieving well in relation to their prior attainment. As a result, standards in English, mathematics and science have improved greatly and are now well above average. The school's assessment information shows that standards, over the next three years, are likely to remain above average. Standards at the end of Year 2, over the last five years have been above average. This is still the case for reading and mathematics. However, standards in writing are not as good and are currently average. Throughout the school, pupils achieve well and attain good standards in other subjects, particularly art and design, design and technology,

music and physical education. The school sets suitably challenging targets for pupils' attainment which they are on course to meet.

Personal development and well-being

Grade: 1

Pupils' personal development and well-being are outstanding. Children in the Foundation Stage make very good progress in their personal, social and emotional development. Pupils in Years 1 to 6 behave very well. They are very committed learners and have excellent attitudes to their work. Attendance is broadly average mainly because a minority of parents take their children on holiday during term time. Pupils' spiritual, moral, social and cultural development is outstanding. Assemblies, accompanied by excellent singing and music contribute very effectively to pupils' spiritual development. Pupils are courteous and very caring towards each other. This is typified by the very effective 'Playground Buddy' initiative, in which older pupils help younger ones and ensure that everyone has someone to play with. Pupils enjoy learning. They are very knowledgeable about how to eat healthily and understand the importance of taking regular exercise. Pupils make a positive contribution to their community. They are eager to help around the school and to take responsibility. They are very supportive of a range of local and national charities. Pupils acquire the basic skills of literacy, numeracy and information and communication technology (ICT) well, ensuring that they are well placed to take their place as young citizens.

Quality of provision

Teaching and learning

Grade: 2

Teaching and learning are good. This has not always been the case. In the past, in Years 3 to 6, weaknesses in teaching slowed down pupils' progress. The school recognised this problem and responded effectively. Teaching in the Foundation Stage is very good. Teachers plan their lessons thoroughly, meeting the needs of the full range of abilities in their classes effectively. Lessons often progress at a good pace and usually provide pupils with exciting and challenging activities. As a result, pupils apply themselves well and are enthusiastic learners. Teachers are making good use of recent innovations in ICT to make learning interesting and exciting. They provide satisfactory opportunities for pupils to develop their speaking and listening skills. However, they do not demand enough of pupils in terms of the quality or the clarity of their responses to questions. Similarly, speaking and listening is not always linked closely enough to pupils' writing. The marking of pupils' work is satisfactory, but sometimes does not provide them with enough advice about how to improve. Teaching assistants make a valuable contribution to pupils' learning. One teaching assistant has devised a very effective system of rewards that is inspiring pupils to become very enthusiastic readers.

Curriculum and other activities

Grade: 1

The curriculum is outstanding. The Foundation Stage curriculum is outstanding and provides very well for the full range of children's learning needs. The school has embraced the national guidance 'Excellence and Enjoyment' and provides very good opportunities for pupils to develop their aesthetic and creative abilities in art and design, design and technology, drama and music. Provision for the teaching of French and for the development of pupils' personal, social, health education and citizenship is also very good. Pupils' learning is further enhanced by an impressive range of additional activities, often provided by very good liaison with parents and the community. These activities currently include art, athletics, 'Fitness for Fun', 'Global Citizens', netball, rugby union, Samba, singing and school orchestra. The school is also benefiting greatly from the developing links with its partner primary school.

Care, guidance and support

Grade: 1

Care, guidance and support are outstanding, ensuring that pupils become confident and effective learners. Child protection procedures and arrangements to ensure pupils' safety are applied rigorously. Support for pupils who have learning difficulties or disabilities is good. Arrangements to monitor pupils' academic and social development are very good. Teachers also ensure that pupils are kept very well informed about the progress they are making and about what they need to do to improve. This includes the setting of challenging targets for attainment. Pupils' opinions are frequently sought and are clearly valued. The school council works very effectively to ensure that pupils' views are heard.

Leadership and management

Grade: 2

Leadership and management are good. The dynamic and reflective leadership of the headteacher gives a clear educational direction and is focussed well on the attainment of high standards. For example, previously identified weaknesses in teaching have been resolved by a very effective programme of support, devised and implemented by the headteacher. Teachers who have leadership responsibilities fulfil their duties well and provide good support for their colleagues. Procedures for the headteacher to evaluate the quality of provision are good, leading to an accurate assessment of strengths and identification of areas for development. The school improvement plan is good. It sets out carefully identified priorities for improvement and shows how these will be achieved and evaluated. Governance is good. Governors are very supportive. They have worked very effectively, in partnership with the headteacher, to address all the issues for improvement identified by the last inspection. Improvement since that time is outstanding. The governors' work with the community in ensuring that the school got a much needed new library and classrooms is outstanding. However, procedures for governors to evaluate the quality of provision do not follow a sufficiently

structured pattern. Governors have recognised this aspect of their work as in need of improvement. Parents and carers are very supportive of the school and think it is very good. This is illustrated by the long distances some parents are prepared to travel for their children to attend. Governors, the headteacher and the school administrator work effectively to manage the school's finances and ensure they are used wisely to support pupils' learning.

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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
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	1	NA
The effectiveness of the school's self-evaluation	2	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?	2	NA
The standards ¹ reached by learners	2	NA
How well learners make progress, taking account of any significant variations between groups of learners	2	NA
How well learners with learning difficulties and disabilities make progress	2	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	1	NA
The extent of learners' spiritual, moral, social and cultural development	1	NA
The behaviour of learners	1	NA
The attendance of learners	3	NA
How well learners enjoy their education	1	NA
The extent to which learners adopt safe practices	1	NA
The extent to which learners adopt healthy lifestyles	1	NA
The extent to which learners make a positive contribution to the community	1	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	1	NA
How well are learners cared for, guided and supported?	1	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?	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1	NA
How effectively and efficiently resources are deployed to achieve value for money	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	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 making me welcome in your school. I think that your school is good and it has some outstanding features. I know that you and many of your parents and carers think so too. Your teachers and teaching assistants are good at helping you to do your best and you can be rightly proud of the standards you achieve. I think your behaviour and the ways in which you all work so hard are outstanding. I know you are proud to attend your school and are delighted with the very good range of interesting and challenging activities it provides, both in and out of lessons. I am especially pleased to congratulate you on your recent successes in sports events, especially your victory in the rugby tournament. I am pleased to note that you are very good at caring for and helping each other. The staff are also very good at taking care of you and making sure you are safe. Your school governors, headteacher and staff are good at making sure that everything works well. The governors deserve special credit for their work in providing your excellent new buildings. There are some things that your headteacher and the governors will be doing to make things even better. For those of you in Years 1 and 2 they will be looking at ways of making sure your writing is as good as your reading and mathematics. The governors will also be improving the ways in which they find out how well the school is working. Very well done to you all.