



Bunwell Primary School

Inspection Report

Unique Reference Number 120790
LEA NORFOLK LEA
Inspection number 280892
Inspection dates 26 September 2005 to 27 September 2005
Reporting inspector Mr. John Messer LI

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

Type of school	Primary	School address	The Turnpike
School category	Community		NR16 1SN
Age range of pupils	4 to 11		
Gender of pupils	Mixed	Telephone number	01953789318
Number on roll	84	Fax number	01953788280
Appropriate authority	The governing body	Chair of governors	Mr. James Braithwaite
Date of previous inspection	28 February 2000	Headteacher	Ms. Michaela Rolph

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Introduction

The inspection was carried out by an Additional Inspector.

Description of the school

The school is smaller than most primary schools. It takes children from Bunwell village and other villages in the surrounding area. When they start school many have not quite reached the standards normally expected of children entering the reception year, particularly in their social development. A lower than average proportion of parents claims entitlement to free school meals. The proportion of pupils with learning difficulties is average. There are no pupils from minority ethnic backgrounds.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

The school considers that it provides a satisfactory standard of education and inspection findings confirm this evaluation. Pupils make good progress in Years 3 to 6 in English and science and attain standards that are above average but the progress of more able pupils in mathematics is unsatisfactory and standards overall in mathematics are below average. Parents are pleased with the education provided and particularly appreciate the more open communications that the new headteacher has established. The headteacher is well aware of the school's strengths and weaknesses. She has a clear vision for raising standards and has created detailed plans designed to improve the school. The quality of education in the Foundation Stage is adequate and children make satisfactory progress but most do not attain all the goals expected by the end of reception. Activities for the youngest children are not sufficiently purposeful or exciting enough. In Years 1 and 2 standards are slightly below average in reading, writing and mathematics. While the pupils' progress in these year groups is generally satisfactory, it is not as rapid as it could be because there is insufficient challenge, especially for the more able pupils, particularly in mathematics. Teaching and learning are satisfactory, and well trained teaching assistants give effective help to pupils who are experiencing difficulties. The management of the school is sound. The school provides satisfactory value for money. Improvement since the last inspection has been satisfactory but patchy because the continuity of progress has been interrupted by a succession of staff changes, including four different headteachers. Target-setting and expectations of the more able pupils have not been fully resolved. The leadership of the school is now strong and the school is well placed to make further improvements.

What the school should do to improve further

- Develop the curriculum for children in the Foundation Stage so that there is more emphasis on providing them with first-hand experiences, more purposeful tasks, more interesting activities and extended opportunities for imaginative play. - Raise teachers' expectations of the standards that pupils, especially the more able, can attain in mathematics and set clear targets that help them to understand how they can improve their performance.

Achievement and standards

Grade: 3

Pupils make satisfactory progress but it is uneven. Progress is adequate in Reception and in Years 1 and 2 and it is mostly good in Years 3 to 6. Pupils with learning difficulties and disabilities are supported well and make satisfactory progress. In Years 1 and 2 most pupils make satisfactory progress in reading, writing, mathematics and science and attain standards that are broadly average. However, the more able pupils do not make enough progress, especially in mathematics, and do not attain standards that are high enough. Pupils make good progress in Years 3 to 6 in English and science and attain standards that are above average. In mathematics, progress is satisfactory

but the more able pupils do not make enough progress and standards in mathematics overall are not high enough. The school's performance in mathematics is relatively weak because activities provided for the more able pupils are not sufficiently challenging. Pupils learn a wide range of skills in information and communication technology (ICT) and attain standards that are broadly average. Assessment systems are not used systematically to set individual targets that challenge all groups.

Personal development and well-being

Grade: 2

Pupils are well behaved and enjoy learning. They settle happily into the reception class and particularly like the friendships they make. Older pupils say that they enjoy finding out new things and developing new skills. They have a good understanding of how to stay healthy by following a sensible diet and by taking regular exercise. They know how to stay safe and be wary of strangers. Older pupils have a good awareness of the dangers of drugs. Attendance is good. Pupils' spiritual, moral, social and cultural development is good. They are sensitive to the feelings of others. The older pupils are especially caring of the younger ones and enjoy running lunchtime clubs, such as bird watching, for them. Through religious education they gain a good understanding of the diversity of cultures and beliefs. Pupils find the school's multicultural week especially interesting. They explore social issues such as global warming and conservation and are concerned about stopping the damage being done to our planet. Pupils work and play happily together. They report that there is now no bullying at the school. The key skills they develop in reading, writing and ICT prepare them well for the world of work. They take their responsibilities as school councillors seriously and complain that meetings are too infrequent.

Quality of provision

Teaching and learning

Grade: 3

Teaching and learning are satisfactory. Teaching in Reception and in Years 1 and 2 is satisfactory and it is good in Years 3 to 6. However, opportunities for the youngest children to engage in exciting, imaginative activities are limited and the tasks set are not always sufficiently purposeful. Across the school, teachers plan work thoroughly and in detail. Relationships between teachers and pupils are relaxed so that pupils find it easy to ask questions if they are unsure about anything. Teaching assistants make a strong contribution to the quality of teaching and learning. They are well trained and are particularly skilled in giving assistance to pupils who are experiencing difficulties in their learning. They test children to assess their progress and keep careful records. These show that some pupils make remarkably rapid progress in reading. The teaching of English and science is satisfactory in Years 1 and 2 and good in Years 3 to 4. Teachers in Years 3 to 6 maintain high expectations of pupils' performance in reading, writing and science. Consequently, pupils enjoy reading a wide range of children's fiction, write effectively and understand how to set up experiments to solve problems. Across

the school, there is an over-reliance on using photocopied work sheets, which restrict opportunities for more imaginative teaching and first-hand learning opportunities.

Curriculum and other activities

Grade: 3

The school provides a broad and well-balanced curriculum. The curriculum is enriched by a good number of events, such as the multi-cultural week, and well planned educational visits. Resources are generally adequate but provision for physical education (PE) is unsatisfactory. The school uses the village hall for PE but there is insufficient room to store the apparatus needed to cover National Curriculum requirements for gymnastics. The curriculum for children in Reception is satisfactory but activities are not always sufficiently interesting and the outdoor learning environment has not been developed so that it provides a powerful stimulus for learning. Opportunities for dressing up and role-play are limited.

Care, guidance and support

Grade: 2

The quality of care is good. Pupils feel secure in school and know that they have adults to turn to if they are worried. Teachers listen to pupils and take note of their views. For example, pupils expressed the view that lessons in religious education were not very interesting and so teachers devised a different approach. When asked again, pupils agreed that the lessons were now more appealing. Child protection procedures are in place and there are satisfactory systems to deal with accidents and incidents. The school's target-setting arrangements are satisfactory but under-developed and do not always help pupils to know precisely what they should do to improve their work. The school carries out detailed risk assessments to ensure pupils' health and safety. Although several parents expressed concerns about the journey across a main road to visit the village hall for PE, teachers and support staff are very vigilant, wear reflective jackets and do all in their power to ensure that pupils cross the road safely.

Leadership and management

Grade: 3

The leadership and management of the school are satisfactory. The headteacher provides strong leadership. She has been in post for two terms and has gained the confidence of pupils, parents, staff and governors. The views of parents and pupils are sought and, where possible, they are incorporated in improvement planning. The headteacher has conducted a good, accurate evaluation of the school's strengths and weaknesses and has used this well to develop clear plans for improvement. As she is new she recognises that there is still much to do, and she has not yet had time to make a major impact on raising standards. The school is emerging from a difficult period caused by long-term staff absence and changes in teaching staff and is now looking forward to a more settled period. There is a strong sense of teamwork among staff and all share a determination to raise standards. The governing body provides sound

support and monitors provision closely. The issues raised at the time of the last inspection have, in the main, been tackled successfully but more work is needed to improve target-setting and raise expectations of more able pupils. There is a new energy about the school and an enthusiasm for improving provision. Consequently, the school is in a good position to forge ahead.

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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?	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	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?	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	2	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	2	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?	3	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

Dear Children, I enjoyed visiting your school. Thank you very much for being so friendly and helpful. Your school has many strengths. You enjoy most of your lessons. Your behaviour is good and you are polite and sensible. You make sure that nobody is bullied. The younger children learn to read and write and enjoy making friends. The older pupils make good progress in reading, writing and science. The older ones help the little ones and even spend some lunchtimes running clubs for them. Your teachers work hard to help you and listen to your opinions. You get on well with all the staff and feel that you can share any problems with them, knowing that they will do their best to help you. You also understand how to stay safe and keep healthy. You appreciate having a school council, although the councillors feel that they do not meet often enough to get things sorted out. They have a budget of 100 pounds and are thinking hard about the best way to spend it. I expect that they will ask for your ideas. Your new headteacher is popular. She has lots of good ideas to make the school even better. All staff work together well to make sure that everything runs smoothly. The school spends its money sensibly so that there are enough adults to help you and there is all the equipment that you need in lessons, like paper, pencils and books. There are two main things the school needs to do to make it even better. Activities for those of you who are the youngest in the school need to be more exciting. Standards in mathematics should be higher and you need to have clear targets to help you focus on making more progress in this subject. I wish you all every success in the future. I know that the school is already well on the way to becoming even better.

Yours sincerely, John Messer