



Old Buckenham Community Primary School

Inspection Report

Unique Reference Number 120839
LEA NORFOLK LEA
Inspection number 280902
Inspection dates 10 November 2005 to 11 November 2005
Reporting inspector Mrs. Susan Hall LI

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

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|------------------------------------|--------------------|---------------------------|-------------------|
| Type of school | Primary | School address | Abbey Road |
| School category | Community | | NR17 1RH |
| Age range of pupils | 5 to 11 | | |
| Gender of pupils | Mixed | Telephone number | 01953860380 |
| Number on roll | 200 | Fax number | 01953860952 |
| Appropriate authority | The governing body | Chair of governors | Mrs. Anna Bennett |
| Date of previous inspection | 13 November 2000 | Headteacher | Mr. John Kelly |

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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

This is an average sized school that serves an area which is relatively socially advantaged and few pupils are entitled to free school meals. Almost all pupils are of white British descent with none speaking English as an additional language. The proportion of pupils with special educational needs is below average. These pupils have a range of difficulties or disabilities with most having moderate 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

Old Buckenham Primary School is a satisfactory school with several aspects that are good. It has the capacity to improve even further. This is a view shared by the school and inspectors. Pupils and parents mostly speak well of the school which provides satisfactory value for money. A real strength is the inclusive manner in which it welcomes and supports all pupils. Provision for those with special educational needs is good. Pupils behave well and are keen to take on responsibilities around the school and for their own actions. Plans are in hand to address the areas requiring improvement that the school has identified, which match the inspection findings. The very high levels of achievement, teaching and leadership seen in the previous inspection have dipped since then but have recently begun to improve. Standards fell following changes in how rigorously the school applied national tests. The school has identified in the improvement plan areas where it can strengthen leadership, teaching and learning in order to achieve further improvement in pupils' achievement. When children start the school their skills are above average and remain so by the end of the Foundation Stage. By the time pupils leave the school, standards in English are well above average and those in mathematics are improving and currently above average. This shows that progress and achievement are satisfactory overall but could be even better in mathematics. There are several instances of good or better teaching and progress particularly of older pupils. But, the level of challenge, particularly for higher attaining pupils is not consistent enough. As a result, more able pupils do not always make the progress that they could.

What the school should do to improve further

- Ensure that more able pupils do as well as they can, particularly in mathematics. - Extend the programme of rigorously monitoring the work of the school in order to identify areas for further improvement.

Achievement and standards

Grade: 3

Children start school with skills and knowledge that are above average overall. Because they are well taught, the standards the youngest children achieve remain above average in all areas of their learning. The standards achieved by pupils in Year 2 in national tests have been variable over recent years and there have been fewer pupils achieving the higher levels than seen nationally, especially in mathematics. Current standards in Year 2 are above average in reading and writing and average in mathematics. National test results for older pupils have shown a downward trend since the previous inspection. However, this was addressed well in 2005, and currently pupils, particularly in Years 4, 5 and 6 make good and sometimes very good progress. Inspection findings are that, in Year 6, standards in English are well above average and in mathematics are above average. The school has improved recent standards because it now uses the information available from assessments to inform planning in a more effective manner. Progress

in mathematics is satisfactory because the school is working hard to ensure problem solving skills are now given a higher priority, which is having a positive impact on progress. Nevertheless, whilst achievement is satisfactory overall, there is still room for improvement across the school, particularly for higher attaining pupils and especially in mathematics. The progress made by pupils with learning difficulties is generally good because they are well supported.

Personal development and well-being

Grade: 2

Pupils' personal development is good. The vast majority of pupils behave well and look after each other. The majority of pupils are courteous, thoughtful, and articulate. Pupils speak highly of the new behaviour policy which both encourages good behaviour and reduces the poor behaviour of a few children. Attendance is above the national average. There are good levels of concentration in class and the pupils enjoy their learning. The older pupils are encouraged to assume responsibility and help the younger children in a variety of ways, including them as playground friends. Pupils' spiritual, moral, social and cultural education is satisfactory. A recently reviewed personal, social, health and citizenship policy supports the school's efforts to ensure the children keep themselves safe. Pupils are encouraged to lead healthy life styles by taking regular exercise and eating healthily. The school has had its 'healthy school award' renewed for the past three years. Pupils contribute effectively to the community in a variety of ways including through the school council. Pupils say they can influence what happens in their school such as the 'friendship benches' and the plans to develop the school grounds.

Quality of provision

Teaching and learning

Grade: 3

The quality of teaching and learning is satisfactory overall, although there is much teaching of the children in Reception and pupils in Years 4, 5 and 6 that is good and very occasionally outstanding. When teaching is at its best, particularly in Year 6 literacy activities, there is excellent use of questions to check pupils' understanding and a high level of challenge in tasks. Here, pupils concentrate very well and are keen to offer their ideas. Occasionally when teaching is not at this level it is because planning is not clear enough about what pupils are expected to achieve. There is not enough consistency in the demands made on younger pupils, particularly those of higher ability because tasks do not consistently contain the best level of challenge for those of different abilities, especially in mathematics. The school has recently improved how it checks and tracks the progress pupils make and the targets for achievement are now much more demanding than previously. However, the use of assessment information to plan activities and provide the best level of challenge for groups of pupils who make different rates of progress is still too variable.

Curriculum and other activities

Grade: 3

The curriculum is satisfactory overall. There are strengths, including the work pupils do in literacy, which promote high standards. There are good examples of how literacy skills are developed through other subjects. Pupils in Year 6 are looking forward to their Victorian day. In preparation for this they have worked in pairs on an interview between a doctor and a factory owner. The school is in the middle of an exciting development plan for information and communication technology (ICT) and is well placed to improve further. The excellent school web site improves communication and provides an incentive for good work. Pupils' experience of school is enriched by a wide range of visits, visitors, themed weeks and days. An appropriate range of sporting and other clubs help to motivate pupils and encourage physical fitness. However, there are some weaknesses in how the curriculum is planned, specifically to meet the needs of higher attaining pupils. Curriculum planning in Year 1 is sometimes vague and does not include sufficient teaching of mathematics which affects the progress made.

Care, guidance and support

Grade: 2

Care, guidance and support of pupils is good. The school is very successful in providing a secure and happy environment. The care provided for pupils' safety and well-being is good. Effective child protection procedures are in place. Pupils' say that the adults in the school know them well and they are confident that they will be cared for if they are hurt or upset. The school has very effective procedures in place for the early identification and support of pupils with special needs. The partnership arrangement with a local special school is an example of very good practice that benefits pupils from both schools. Pupils are encouraged to think about their own learning and set personal targets. The high priority given to pupils' personal well-being encourages them to adopt healthy life styles and to support and care for each other.

Leadership and management

Grade: 3

Leadership and management are satisfactory. The headteacher and senior staff have developed shared responsibilities which take good account of individual strengths and subject specialisms. Senior staff accept that standards have not been high enough in recent years and have set about identifying the steps needed to bring about improvements. School self evaluation procedures are now good and staff have accurately identified areas for development. There is an excellent school improvement plan that provides a clear focus for further progress. Standards have begun to rise but the school recognises there is more to be done to continue this upward trend. However, the manner in which the school tackles the areas for improvement has lacked the necessary rigour to drive improvements fast enough. Parents are generally supportive of the school although a small number have concerns that leadership is not as strong as it could be. Governance of the school is satisfactory. Governors are very supportive

of the school but their work also lacks evaluative rigour. Financial management is sound and the school runs smoothly and efficiently. There is currently a large budgetary underspend, which has been earmarked for immediate use.

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Inspection judgements

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| <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 | NA | 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 | 2 | 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 | 2 | 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 | 3 | 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 | 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? | 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 | 2 | 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

Following our recent visit to your school, we would like to let you know what we found out about the things you do and how the school is run. But first of all we must say a big thank you for making us feel welcome and for talking to us about all the different things that you enjoy. It was good to hear how you feel that all the teachers and other adults help you and take good care of you. You probably saw us when we came into your lessons, in other activities and in the playground. We were pleased to note that you behaved well and that most of you really enjoy coming to school. We know that the majority of you and your families like your school and so we talked to your headteacher and the staff about how the school can look at ways of being even better. Whilst some lessons are really interesting and you have lots of things to do, there are times when the work is a bit too easy for some of you. The targets teachers set for you to improve could be a bit more difficult. We also think your teachers should look at teaching in different classes and subjects, and could look at your books to see if you are making as much progress as possible. All the staff at school want you to do really well and they have got some good ideas to make the school a more exciting place. You can play an important part in this by working as hard as you can and always being helpful to everyone in school. All our best wishes. It was a pleasure to meet you all.