

# Brundall Primary School

## Inspection report

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<b>Unique Reference Number</b>	120909
<b>Local Authority</b>	NORFOLK
<b>Inspection number</b>	291906
<b>Inspection dates</b>	20–21 November 2006
<b>Reporting inspector</b>	Kathleen Yates

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	327
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Ms Jackie Geary
<b>Headteacher</b>	Mr Rick Stuart-Sheppard
<b>Date of previous school inspection</b>	8 May 2001
<b>School address</b>	Braydeston Avenue Brundall Norwich Norfolk NR13 5JX
<b>Telephone number</b>	01603 712597
<b>Fax number</b>	01603 712597

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## Introduction

The inspection was carried out by three Additional Inspectors.

## Description of the school

This is a larger than average sized school. When children join, their knowledge and skills are above national expectations. The proportion of pupils eligible for free school meals and of those who have learning difficulties is below average. The number of pupils arriving and leaving during the year is a little higher than average. Almost all pupils are from White British backgrounds with very few speaking English as an additional language. Recently, there have been considerable changes in staffing including the appointment of a new headteacher.

## 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 provides a satisfactory standard of education and gives satisfactory value for money. This judgement is not as high as the school's own view of its effectiveness. Pupils' personal development and well-being are satisfactory. Most pupils say that they enjoy school and their attendance is above average. They have a good awareness of healthy and active lifestyles. Most parents are pleased with the education their children receive although some feel that the school does not always take the views of parents and carers into account. Good links have been established with other organisations and the local and wider communities to promote the well-being of learners and prepare them well for their future.

In the Foundation Stage, standards are above those expected of five-year-olds and progress is satisfactory. By Year 2, where achievement is satisfactory, standards in the 2005 national assessments were above average. The standards pupils achieved in Year 6 were also high, but in English and science a lower than average proportion of pupils achieved the higher level 5, reflecting some underachievement by more able pupils.

Provisional results for Year 6 in 2006 tests indicate there has been an improvement in attainment in English, but a decline in the standards reached in mathematics. Current work shows that standards are high in all subjects. All pupils, including those who have learning difficulties and disabilities and those who do not speak English as their first language, are making satisfactory progress and are on course to meet challenging targets.

The curriculum, care, guidance and support are satisfactory. Visits and clubs enhance the curriculum. Until very recently, arrangements to track pupils' progress have failed to identify shortfalls in their progress. As a result, teachers have not always been able to ensure that all pupils have made the progress of which they are capable.

Since the last inspection, there has been satisfactory improvement. Significant improvements have been made to the accommodation and facilities for information and communication technology (ICT). While teaching, learning and achievement are satisfactory overall, there is too much variation among year groups. The previous recommendation to improve the quality of teaching still needs further development to ensure pupils of all abilities achieve as well as they should. The best progress is made in Year 6.

Leadership and management are satisfactory but subject leaders have not been sufficiently involved in checking on teaching and learning. Governance is good. The newly appointed headteacher has a clear view of the way ahead. In partnership with the deputy he has put in place systematic plans that are already having an impact on key areas for improvement. This approach, along with the willingness of newly appointed subject leaders, gives the school a satisfactory capacity for further improvement.

### What the school should do to improve further

- Improve the quality of teaching to make it at least good in all year groups.
- Ensure that in all lessons the work set for pupils of differing abilities is matched well to their needs.
- Ensure that the procedures to track pupils' progress become fully embedded and are used consistently throughout the school.
- Ensure subject leaders make regular checks to improve the quality of teaching and learning in their areas.

## **Achievement and standards**

### **Grade: 3**

Achievement is satisfactory. Pupils start school with attainment above national expectations. They make satisfactory progress in the Foundation Stage, exceeding the expected levels by the end. By Year 2, standards achieved in the 2005 national assessments were above average. Pupils did particularly well in reading, but less well in writing at the higher level. In Year 6 in all subjects an above average percentage of pupils achieved the expected levels. Overall, progress is satisfactory, given pupils' starting points. However, in English and science below average numbers of pupils achieved the higher level 5, reflecting inadequate progress for some of the more able pupils. At both key stages pupils failed to reach the targets set for them in writing.

Provisional results for 2006 tests indicate there has been an improvement in attainment in English, but a decline in the standards reached in mathematics. Current work shows that all pupils, including those who have learning difficulties and disabilities and those who do not speak English as their first language, are making satisfactory progress and are on course to meet their targets.

## **Personal development and well-being**

### **Grade: 3**

Pupils enjoy coming to school and attendance is above average. The majority of pupils behave well in lessons and around the school. However, in some lessons the pace of learning suffers when pupils lose concentration, become noisy and do not focus sufficiently well on their work. Pupils' spiritual, moral, social and cultural development is satisfactory. Pupils are knowledgeable about the need to eat healthy foods and to take regular exercise. They contribute well to their community by raising money for those less fortunate than themselves. Pupils are proud to be part of the school council which provides a good forum for their opinions to be heard. They are acquiring the basic skills of literacy, numeracy and ICT that will support them successfully in later life.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

Teaching is satisfactory overall. Most teachers use interactive whiteboards well to support their teaching. Teaching is particularly good where pupils are given enough time to sort out their ideas and have opportunities to discuss and explain their reasoning. The best teaching is seen in Year 6. In the best lessons, teachers use questioning effectively to develop learning and sustain interest. In some lessons, teachers' expectations of pupils' performance is too low. Tasks are not always challenging or well matched to meet the learning needs of all pupils. Then pupils become bored and misbehave. Relationships between adults and pupils are good, helping most pupils to gain confidence and to do their best. Teachers set appropriate targets in English and mathematics, helping pupils to understand clearly what they need to do to reach the next stages in their learning. However, presentation of work is sometimes untidy and marking does not always tell pupils how to improve their work.

## Curriculum and other activities

### Grade: 3

The curriculum is satisfactory. Pupils are given good opportunities to use their ICT skills in other subjects, for example, making a database from information collected on materials in a science lesson. The school has begun to consider a more creative approach to curriculum planning. Focus on investigations and problem solving in science and mathematics, and using the 'Jubilee Broad' in the school grounds for environmental studies liven up the work for pupils. The Foundation Stage curriculum is well planned but the outdoor learning area has no shelter and is under-developed as a learning resource.

The school is committed to including all pupils. However, pupils with learning difficulties and disabilities are not always effectively supported in lessons when there is not a teaching assistant present in the classroom. Popular extra-curricular activities and visits to places of interest that include residential visits for pupils in Years 5 and 6 enrich the learning experiences.

## Care, guidance and support

### Grade: 3

The arrangements to ensure that pupils are safe and cared for are satisfactory and are in line with the most recent government requirements. Pupils have good relationships with their teachers and other adults. One pupil said, 'We get lots of help if we get stuck'. In the past systems to track pupils' progress over longer periods of time have failed to identify shortfalls. Recently introduced measures designed to resolve this problem have not been in place long enough for all teachers to be familiar with their use.

## Leadership and management

### Grade: 3

The recently appointed headteacher is developing a clear vision of what needs to be done to make improvements, but there has not yet been sufficient time to make a difference. He is already involving senior staff and subject leaders more actively in the running of the school. The recent appointment of an inclusion coordinator is a good step towards the further development of equal opportunities for all pupils. The accommodation has improved greatly since the previous inspection, as has provision for ICT.

The headteacher has embarked on a rigorous and consistent approach for checking and improving the quality of teaching, learning and pupils' progress. Most subject leaders are new to their roles and have yet to be involved in monitoring and evaluating teaching and learning in their subject. Governors are supportive and knowledgeable about the school. They take an active role in the life of the school to ensure finances are well managed.

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## Annex A

## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	<b>School Overall</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	3
How well does the school work in partnership with others to promote learners' well-being?	2
The quality and standards in the Foundation Stage	3
The effectiveness of the school's self-evaluation	3
The capacity to make any necessary improvements	3
Effective steps have been taken to promote improvement since the last inspection	Yes

### Achievement and standards

<b>How well do learners achieve?</b>	3
The standards <sup>1</sup> reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	3
How well learners with learning difficulties and disabilities make progress	3

### Personal development and well-being

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

### The quality of provision

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

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



## Annex A

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively performance is monitored, evaluated and improved to meet challenging targets	3
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

## **Text from letter to pupils explaining the findings of the inspection**

22 November 2006

Dear Pupils

Brundall Primary, Braydeston Avenue, Brundall, Norwich, Norfolk. NR13 5JX

Thank you very much for looking after us when we visited your school recently. We enjoyed speaking to you in lessons, at lunchtime, in the playground and in the school council. We were very pleased to hear that you like your school and enjoy your time there.

These are the things that we found are best about your school:

- you reach high standards in most of your work
- you enjoy a good range of visits and out of school activities
- you have a good understanding of the importance of eating healthily and keeping fit
- you raise a lot of money to help people who are less fortunate than yourselves
- the school governors are working hard to help your school to be even better.

This is what we have asked the school to improve:

- make sure all your lessons are taught well so that everyone makes good progress
- ask the teachers in charge of subjects to do more checks to see how well you are being taught and are learning
- plan lessons so that you all make good progress and don't find the work too easy or too hard
- look more closely at how well you are doing from year to year and check if you have any gaps in your learning.

You are to be congratulated on your good rates of attendance! Please keep it up, behave well and work hard all the time.

With all our good wishes for your future at Brundall Primary School

Kathleen Yates, Cecelia Davies and Godfrey Bancroft

(Inspectors)