



Barnham Broom Church of England Voluntary Aided Primary School

Inspection Report

Unique Reference Number 121199
Local Authority NORFOLK
Inspection number 292051
Inspection dates 11–12 October 2006
Reporting inspector Andrew Matthews

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

The inspection of the day care was carried out under Children Act 1989: Part XA (as introduced by the Care Standards Act 2000) and, where (funded) nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

Type of school	Primary	School address	Norwich Road
School category	Voluntary aided		Barnham Broom, Barnham Broom
Age range of pupils	4–11		Norwich, Norfolk NR9 4BU
Gender of pupils	Mixed	Telephone number	01603 759656
Number on roll (school)	123	Fax number	01603 758297
Number on roll (day care)	3		
Appropriate authority	The governing body	Chair	Mrs Elaine Carr
		Headteacher	Mr Keith Wright
Date of previous school inspection	2 July 2001		
Date of previous day care inspection	26 January 2005		

Age group	Inspection dates	Inspection number
4–11	11–12 October 2006	292051

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Introduction

The inspection was carried out by an Additional Inspector.

Description of the school

This is a smaller than average sized voluntary aided Church of England primary school which serves the Norfolk village of Barnham Broom. The number of pupils on roll is rising and half of the pupils come from outside the school's catchment area. A low number of pupils are eligible for free school meals. The great majority of pupils are of White British heritage. Attainment on entry is above average and very few pupils have learning difficulties or disabilities. The school has achieved Investors in People status. The school has a before and after school registered day care centre which was inspected at the same time as the rest of the school. A new headteacher started in January.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

This is a very good school with many significant strengths. The school rightly sees itself as giving a good quality of education and care for its pupils and is deservedly well regarded locally. Continuous improvement in the personal well being of all its pupils lies at the heart of the school's work. Pupils are extremely happy and greatly enjoy school. Their personal development is very strong and they are well challenged by their teachers who use a very rich curriculum to capture and sustain their interest. As a result, pupils concentrate very well, work hard and make very good progress. A very strong commitment to all pupils, excellent relationships in classes and with parents, and outstanding team work characterise the high quality teaching in this school. Lessons are very well structured by teachers who plan activities that build successfully on pupils' previous learning and challenge pupils of all abilities. Teaching assistants give well focused support, helping to ensure that all pupils are fully included in the work of the class. Very good use is made of the skills of parents in areas such as reading, small group work and music. Children new to Reception settle very well because of the very good induction systems. Already children show confidence and a great desire to learn. The Foundation Stage coordinator provides very strong leadership and works very effectively with her teaching assistant to provide a wide range of good quality experiences. Very good assessment procedures ensure that planned work is accurately matched to the children's needs. New tracking and target-setting procedures are planned to give teachers a clear picture of pupils' learning in each year. Marking is carried out regularly but does not consistently outline the next steps to help pupils improve their work. Pupils who have learning difficulties and disabilities benefit from very good support and make very good progress. Standards have been consistently high in the school for some time. Results from the 2006 national tests for Year 6 pupils were exceptionally high in English, mathematics and science. Despite these very high results the school is right to highlight writing as a development area as there is too big a discrepancy between pupils' reading and writing results at the end of Year 6. Leadership, management and governance of the school are very effective. The new headteacher provides strong, dynamic leadership and has a very clear vision of how the school can build further on the firm foundation laid by his predecessor. The school has a very good understanding of its strengths and weaknesses because of its effective self-evaluation procedures. Its priorities for future development are well chosen and accurate and as such the school is extremely well placed for further improvement. Overall the school gives good value for money.

What the school should do to improve further

- Improve pupils' writing skills so that more reach the higher levels at end of Year 6.
- Ensure teachers' marking informs pupils how to improve their work further.

Achievement and standards

Grade: 2

Standards have remained high since the last inspection. From the time they start in Reception with above-average standards, children make very good progress that continues right through the school. Children learn at a fast pace so that, by the end of the Reception Year, a significant majority of them achieve above the expected levels for their age. In Year 2, pupils' attainment is well above average although there is a comparative weakness in writing. Pupils' progress accelerates even more in Year 6 because of the very effective use that is made of different teachers' skills. Overall, pupils' reading, mathematics and science attainment is exceptionally high. Although all Year 6 pupils who took the 2006 national tests in writing reached the expected standard for their age, no pupil reached the higher Level 5. Older pupils achieve well in subjects such as information and communication technology (ICT), science and personal, social and health education because the school makes very good use of individual teachers' expertise. Standards in ICT have improved since the last inspection and are now above average.

Personal development and well-being

Grade: 2

Pupils' personal development, including their spiritual, moral, social and cultural development, is good. The school provides an extremely inclusive environment in which high expectations of behaviour, care and respect for each other are the norm. Consequently, pupils behave very well, enjoy their learning experiences and develop into sensible, polite and well-mannered young people. Parents are very satisfied with the school's provision and particularly their children's high levels of motivation and commitment to learning. Attendance is above the national average. Pupils have a very good understanding of how to keep healthy and safe. Healthy eating is encouraged by the distribution of fruit to the younger pupils and the highly nutritious meals cooked by the school's own kitchen. Pupils play an active role in the community and also regularly help to raise money for local and national charities. Pupils' impressive personal qualities combined with their high attainment in basic skills, gives them a very good start for the future and life within the world of work. Pupils are also rightly excited about the work and potential of the newly established school council.

Quality of provision

Teaching and learning

Grade: 2

Teaching and learning are very good because teachers know their pupils very well and plan exciting lessons which challenge and motivate their classes. As a result, pupils are extremely enthusiastic about school and work hard in lessons. The interactive whiteboard and computers are used very effectively to challenge pupils and keep

lessons moving at a fast pace. The work of experienced teaching assistants is well planned to meet the varied needs of pupils. The support and planning for pupils with learning difficulties and disabilities is very effective and they are extremely well integrated into the work of the classes. Although the teachers' marking is thorough and praises pupils for their efforts, it does not consistently inform them how to improve their work or move towards their next targets.

Curriculum and other activities

Grade: 1

The curriculum is extremely well planned and innovative and helps pupils to make very good progress through the school. Very good use is made of visits and visitors to enrich pupils' learning experiences. The recent very popular Year 6 residential visit to Aylmerton Field Centre led to very impressive science and language work. Older pupils also benefit from the wide range of expertise that different teachers bring to the curriculum. Pupils respond very well to the enthusiasm and knowledge that these teachers bring to their learning. The curriculum for Reception children is particularly well planned. However, the curriculum is sometimes restricted by the weather as there is no outside covered area for the children to work in. An outstanding programme of personal, social and health education provides relevant and detailed information about staying healthy and keeping safe. It enables pupils to have a really good understanding about these two subjects and also how they can become responsible and successful citizens.

Care, guidance and support

Grade: 2

The school provides good care, guidance and support. Pupils feel safe because they know an adult will always listen to them if they are anxious and will help them sort out their problems when they occur. Pastoral and medical care are good. Teachers know pupils very well and are skilled in identifying any of those experiencing particular difficulties. Close links with external agencies ensure that these pupils receive appropriate specialist help and support. Robust procedures are in place to ensure pupils' safety, security and health and pupils feel safe and very well looked after. Procedures for child protection and first aid are thorough. The high level of support and care ensures that pupils are very keen to come to school and in a good frame of mind for learning. Teachers monitor pupils' personal and academic development closely and the newly introduced tracking systems should enable the school to quickly identify any pupils whose progress slows.

Leadership and management

Grade: 2

The new headteacher provides very good, incisive leadership which is focused clearly on raising standards even higher. Using the school's good evaluation procedures, he has been quick to identify the school strengths and some areas that need addressing.

He works very closely and effectively with the knowledgeable governors to give the school a clear direction for the future. Good progress has been made addressing all the issues from the last inspection. Improvements to the curriculum and assessment in particular have had a positive impact on standards. The headteacher is rightly extending the role of subject leaders as part of developing management expertise amongst the staff. Governance is strong and governors provide a good critical challenge to the school as well as giving knowledgeable support in areas such as finance, building and school meals. The governors know the school very well because they monitor the school's work on a regular basis and work closely with the headteacher in the evaluation and improvement of its provision. The school's very effective staff development programme is recognised in its Investors in People award. The school benefits from its close working relationship with the local cluster of primary schools.

Effectiveness of registered day care

Grade: 3

Barnham Broom Before and After School Club provides a satisfactory quality of child care. Children feel secure and are well behaved because they are cared for by familiar staff, who offer kind support and provide a suitable range of activities, such as baking, dressing-up and arts and crafts. However, children are expected to participate in the planned activity, limiting their independence and choice. Children enjoy playing active games on the school field because interesting equipment has been purchased to play games such as volley ball. Sessions are planned for each half-term which allow children to learn through imaginative and practical activities satisfactorily. Staff do not always effectively plan activities to develop children's understanding of other cultures. The environment is clean and welcoming with a soft seating area where children can read books or watch television. Children are provided with some healthy snacks but are not given the opportunity to serve themselves. Children are safely escorted to the Club. However, the premises and play area are not totally secure at all times. All staff hold a first aid qualification. The manager will enhance her knowledge and skills by doing a level 3 qualification in January 2007. The policy for child protection does not contain clear details about how an accusation about a member of staff would be handled. Although staff usually tell parents about accidents they do not always get parents to sign the accident record. Staff and parents are not fully aware of the procedures to be followed if there is a complaint. Children know how to safely evacuate the premises, but drills are not always recorded. A satisfactory partnership with parents is in place, with an informative handbook being available containing policies. Staff are always available at end of sessions to talk to parents.

Recommendations or actions to improve the registered day care

To improve the quality and standards of care further the registered person should take into account the following recommendation(s): - Ensure that the accident record is always signed by parents. - Improve staff and parents awareness of the complaints procedures. - Ensure the child protection policy includes procedures to be followed in the event of an allegation being made against a member of staff. - Improve the

opportunities all children have to learn about others' cultures as well as their own. - Ensure the premises and outside play area are always secure. Since the last inspection in January 2005 there have been no complaints about the registered day care that required Ofsted or the school to take action so that the day care continued to meet the National Standards. The school is required to keep a record of complaints about the registered day care made by parents, which they can see on request. The complaints record may contain complaints about the registered day care other than those made to Ofsted.

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

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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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
How well does the school work in partnership with others to promote learners' well-being?	2
The quality and standards in the Foundation Stage	1
The effectiveness of the school's self-evaluation	2
The capacity to make any necessary improvements	1
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

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

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The behaviour of learners	2
The attendance of learners	2
How well learners enjoy their education	1
The extent to which learners adopt safe practices	2
The extent to which learners adopt healthy lifestyles	1
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	1

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	1
How well are learners cared for, guided and supported?	2

¹ 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.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
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	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
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

The effectiveness of the registered day care

The quality and standards of the registered day care	3
How effective is the day care in helping children to be healthy?	3
How effective is the day care in protecting children and helping them to stay safe?	3
How effective is the day care in helping children to achieve and enjoy their learning?	3
How effective is the day care in helping children to make a positive contribution?	3
How effectively is the day care organised?	3
Does the day care meet the needs of the range of children for whom it provides?	Yes
Has the day care improved since the last inspection?	No
Does the day care require enforcement action?	Yes
Does the day care require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

14 October 2006 Dear Children, Barnham Broom C of E (VA) Primary School, Barnham Broom, Norfolk, NR9 4BU Thank you for making me feel so welcome when I came to inspect your school recently. I really enjoyed meeting your teachers and seeing you at work in your lessons. It was also good to join you for your special awards assembly and try your delicious school lunches. A special thank you to those who came and talked to me about their work and the things you like doing at school. Here are the things that I really liked about your school - You thoroughly enjoy coming to school because you really like your teachers and the exciting work they plan for you to do - Your behaviour is very good in lessons and at playtime - You work very hard in lessons and your work is of a really high standard - Your headteacher is doing a good job; he knows how to make the school even better for you - Those of you who find work difficult get the right sort of help and you use it well - Your teachers and teaching assistants look after you well and help you do the best you can - Your parents are very happy that you come to this school. There are two things I have asked the school to do to help your learning - Find ways of making sure that those of you who are good at writing reach the high targets that are set for you - Ask your teachers to write more comments in your books to help you improve your work. I wish you all the very best for the future and hope that you enjoy working with your new school council. Yours sincerely Andrew Matthews Lead inspector