

# Bawdeswell Community Primary School

## Inspection report

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<b>Unique Reference Number</b>	120785
<b>Local Authority</b>	Norfolk
<b>Inspection number</b>	327362
<b>Inspection dates</b>	26–27 March 2009
<b>Reporting inspector</b>	Godfrey Bancroft

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	5–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School (total)	74
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Colin Brown
<b>Headteacher</b>	Mr Robin Turner
<b>Date of previous school inspection</b>	30 April 2008
<b>Date of previous funded early education inspection</b>	Not previously inspected
<b>Date of previous childcare inspection</b>	Not previously inspected
<b>School address</b>	Fakenham Road Bawdeswell Dereham NR20 4RR

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<b>Age group</b>	5–11
<b>Inspection dates</b>	26–27 March 2009
<b>Inspection number</b>	327362

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## Introduction

The inspection was carried out by one Additional Inspector.

## Description of the school

This is a much smaller than average village primary school. The percentage of pupils eligible for a free school meal is very low. There are no children from minority ethnic groups or who speak English as an additional language. The percentage of pupils who have learning difficulties and/or disabilities which are mainly pupils with moderate learning difficulties, is above average. The percentage of pupils who have a statement of special educational needs is broadly average. Attainment on entry, while showing year-on-year variations and covering a wide range of abilities, is lower than usually found for five-year-olds.

The school holds a number of nationally recognised awards. These include: The Association Football Charter Mark, Sports Mark and the national Healthy Schools' Award.

The headteacher is also head of the partnership school at nearby North Elmham. An independently managed pre-school group operates on site and this was the subject of a separate inspection, conducted at the same time as the school inspection.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

This school provides its pupils with a good quality of education. Central to its success are the good leadership and management provided by the headteacher and staff with additional responsibilities, such as subject leaders, and the effective work of the governing body. Over the last two years, they have successfully eliminated underachievement by bringing about improvements in the quality of teaching and the curriculum, which are now both consistently good. The impact of these improvements is such that the school is now successful in meeting the challenging targets it sets for raising pupils' attainment. The issues identified at the time of the last inspection have been addressed and improvement since that time is good. Given the school's track record for accelerating pupils' progress and strengthening teaching and the curriculum, its capacity for improvement in the future is also good. Parents and carers hold the school in high regard. Their views are typified by one parent who wrote, 'My daughter loves school. It's just like a family and she is making good progress.'

The curriculum is effective in meeting the needs of pupils in the mixed age classes and their learning is enhanced by an interesting range of additional activities. Pupils make good progress from their various starting points. In Year 2, standards this year are likely to be below average. Nevertheless, the work in pupils' books and that seen during lessons affirms that they have made good progress from unusually low starting points in Key Stage 1. By the time pupils leave at the end of Year 6, standards in English and mathematics are broadly average, although standards in science tend to lag a little behind those in other subjects.

Pupils personal development and well-being and their spiritual, moral, social and cultural development are outstanding. One pupil was absolutely correct when she commented, 'We are a happy bunch and we make everyone welcome.' Excellent assemblies, in which pupils sing superbly, make an outstanding contribution to their spiritual and moral development. All staff work very effectively to raise pupils' self-esteem, which enables them to become confident learners. They also ensure that pupils are very aware of the need to stay healthy through eating sensibly and taking regular exercise. Care, guidance and support are good and staff work effectively to ensure that pupils feel safe. Pastoral care is outstanding and staff give considerable attention to the development of pupils' personal qualities, in order to provide a secure basis for successful learning.

Teaching and learning are good. Teachers ensure that pupils are fully aware of what they are expected to learn. They make lessons interesting and pupils clearly enjoy their learning. As one pupil said, 'Our lessons are fun and we get all the help we need from our teachers'. Teachers also assess pupils' progress accurately. They provide pupils with helpful feedback about how well they are progressing and what they need to do to make their work even better. However, the school does not yet have the necessary whole school approach to ensure that teachers' marking and written feedback on pupils' work are consistent throughout.

## Effectiveness of the Early Years Foundation Stage

### Grade: 2

Children in the Early Years Foundation Stage do well. Teachers and support staff are sensitive and caring. They are attentive to children's welfare needs and, because of this, children soon become enthusiastic and happy learners. Many of the children like nothing better than to look at books, to practise their early reading skills and to make thoughtful observations about the

pictures. They settle in quickly and make good progress from their various starting points. By the time they move into Year 1, they usually attain standards in all areas of their learning that are close to those expected for their age. Particularly rapid progress is evident in children's personal and social development. Children's behaviour is excellent and they sustain their interest in their work and play exceptionally well. They also do well in their communication and early writing skills and in their understanding of number. The curriculum for these children addresses each area of their learning well. There is an appropriate balance between activities led by adults and those in which children can apply their newly learned skills and work and play independently.

Leadership and management are good and there are good procedures to assess children's progress and respond to the needs of any who show signs of falling behind. The outdoor area is used well to enhance children's learning, although the school is aware that, in this respect, there is scope to improve the provision and further enhance children's physical development.

### **What the school should do to improve further**

- Improve the rate of pupils' progress in science by focussing more closely on the development of basic skills and on opportunities for them to undertake investigative work.
- Refine the quality of teachers' marking so it provides pupils throughout the school with a consistently good quality of information about the next steps in their learning.

## **Achievement and standards**

### **Grade: 2**

The majority of pupils, including those who find learning difficult, make good progress. The most recent teacher assessments, for 2008, show that in Year 2 standards in reading were above average and standards in writing and mathematics broadly average. Predictions for 2009 and current tracking suggest that standards at this stage are lower than in previous years, and are set to be below average. However, a significant number of pupils in the current year group have moderate learning difficulties, but have, nevertheless, made good progress from very low starting points.

In the years leading up to 2008, standards in Key Stage 2 were below average and the progress of many pupils was inadequate. As a result of improvements in teaching, the way the school tracks pupils' progress and responds to the needs of any pupils at risk of falling behind, this is no longer the case. The test results for Year 6 in 2008 show that overall standards rose and, while they remained slightly below average, pupils made satisfactory progress. The school's assessments and the work in pupils' books show that those currently in Year 6 are on course to achieve well. Standards in English and mathematics have improved considerably and are now broadly average. However, standards in science are slightly below average and lag behind those for other key subjects. Pupils in Year 5 are making good progress and are set to attain standards that are above those normally expected of 10-year-olds in each of the main subjects.

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

### **Grade: 1**

Behaviour in lessons and around the school is excellent. The learning difficulties faced by some pupils mean they are sometimes easily distracted and lose concentration. However, the consistently good support provided by staff means that such instances are increasingly rare. Pupils say cases of bullying are almost non-existent. They are totally confident that should bullying occur staff would sort things out promptly and effectively. Attendance is good. Pupils

make an excellent contribution to the school community and relish taking responsibility. Those who are members of the school council take representing their classmates very seriously. Pupils are very knowledgeable about wildlife. Older pupils are proud to maintain the school pond and to introduce younger pupils to the wildlife it contains. Others care for the youngest pupils at breaks and lunchtimes with great skill and maturity. Given the standards that pupils attain and the exceptional quality of their personal and social development they are prepared well to contribute to their future economic well-being.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

The good progress that pupils make is based on the effective ways that teachers and teaching assistants use their thorough understanding of pupils' individual needs to provide work that challenges all pupils at just the right level. Teachers set high standards for pupils' behaviour and expect them to work hard. For their part the pupils do not disappoint. Lessons capture pupils' interest and teachers work effectively to ensure that pupils are clear about what they are expected to learn. Teachers assess pupils' progress and the levels they have reached accurately. They also provide pupils with helpful oral feedback about the progress they are making. However, teachers' marking, while satisfactory, does not always give pupils enough information about the next steps in their learning. This is because there is no consistently applied policy for marking throughout the school. There are also some occasions, towards the end of lessons, when teachers do not do enough to gather pupils' views about what they learned or about what they feel they still need to work on.

### **Curriculum and other activities**

#### **Grade: 2**

The curriculum is planned effectively to meet the needs of the full range of ages and abilities in each class. Younger pupils clearly benefit from opportunities to work alongside and learn from their older classmates. The curriculum gives full coverage to all subjects as well as highlighting ways in which subjects can be linked together. There are good opportunities for pupils to reinforce basic skills, such as writing, across a range of subjects. The curriculum provides exceptionally well for pupils' personal and social development. It underpins their good attitudes to learning during lessons and beyond, and lays the foundation for them to achieve well. Pupils' learning is enhanced by an interesting range of additional activities, which they enjoy greatly. These include an art club at which children and parents can work side by side, football, multi-skills, tag rugby, Spanish and the wildlife club. Pupils access homework and other learning opportunities through the school's website, which also provides parents with helpful insights into the work their children are doing.

### **Care, guidance and support**

#### **Grade: 2**

Arrangements to safeguard pupils and ensure the school appoints suitable adults fully meet current regulations. Pastoral care is outstanding. Finding out what pupils are good at, celebrating their successes and raising their self-esteem, are central to the school's work. Pupils feel safe and particularly appreciate that their efforts do not go unnoticed by staff.

There are good systems to track pupils' progress over time and the response to support pupils who show signs of falling behind is invariably prompt and matched well to pupils' learning needs. This is particularly so for those pupils who face significant learning difficulties.

## **Leadership and management**

### **Grade: 2**

The headteacher provides effective leadership and sets a clear direction for school improvement. This is based on effective procedures to evaluate provision and respond rapidly to any relative weaknesses. The strong teamwork of staff is a prominent feature and is enhanced by the developing partnership with a nearby primary school. For example, subject leaders from each school plan the curriculum together and pool their expertise to provide guidance for their colleagues.

Governors do a good job. They are supportive and fulfil their role as 'critical friend' to the headteacher and staff effectively. Their visits are carefully focussed on checking the progress towards addressing the areas for improvement in the school's development plan. They provide detailed reports, which ensure that everyone is well informed about the school's successes and about what else needs to be improved. The management of resources is good. Consequently, the school is on course to eliminate its historic, but rapidly decreasing, deficit budget.

The school has strong links with the local community. These are exemplified by the attendance at events such as the Christmas musical presentations and the Easter Fayre, which is organised by the pupils. Arrangements to gather and respond to the views of parents and pupils about the work of the school are good. Pupils are also well informed about the different cultures and faiths that are part of modern Britain, although this aspect of their learning has yet to be formally evaluated by the governing body.

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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	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
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well being?	2
The capacity to make any necessary improvements	2

### Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	2
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	2

### Achievement and standards

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

<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.

## Personal development and well-being

<b>How good are the overall personal development and well-being of the learners?</b>	1
The extent of learners' spiritual, moral, social and cultural development	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	1
The extent to which learners enjoy their education	1
The attendance of learners	2
The behaviour of learners	2
The extent to which learners make a positive contribution to the community	1
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 learners' needs?</b>	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	2

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination eliminated	2
How well does the school contribute to community cohesion?	2
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

**Annex B****Text from letter to pupils explaining the findings of the inspection**

30 March 2009

Dear Pupils

Inspection of Bawdeswell Primary School, Dereham NR20 4RR

Thank you for making me so welcome in your school when I visited recently. You are rightly proud of your school. It is a good school and things are going well. Over the last two years your rate of progress has shot up. This is mainly because your teachers are good at explaining what you are going to learn and they make your lessons interesting. All the adults help to make sure that you feel safe in school and give you the confidence to do your best. You also make your contribution by being enthusiastic about your learning and working hard.

I was impressed by many things, not least your excellent singing during assemblies. You also deserve credit for the ways in which you help around school, for example by maintaining the pond, or by caring for the little ones at breaks and lunchtime.

Mr Turner, the staff and governors have brought major improvements to the way your school works and they are always looking for ways of making it even better. With this in mind I have asked them to consider:

- finding ways of helping you to do better in science by improving your basic knowledge and providing you with more opportunities to do scientific investigations
- making sure that, when they mark your work, teachers give you clear information about you need to do next.

You can certainly help with all this by continuing to work hard. I am sure that you will. I would like to wish you every success in whatever you choose to do in the future.

Yours sincerely

Godfrey Bancroft

Lead inspector