

Ten Mile Bank

Inspection report

Unique Reference Number	120875
Local Authority	Norfolk
Inspection number	339798
Inspection dates	15–16 September 2009
Reporting inspector	Michael Farrell

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

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	30
Appropriate authority	The governing body
Chair	Mr Colin Wills
Headteacher	Mr John Ward
Date of previous school inspection	8 June 2007
School address	Station Road Ten Mile Bank Downham Market
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Introduction

This inspection was carried out by one additional inspector. He visited seven lessons, and held meetings with governors, staff, groups of pupils and parents. The inspector observed the school's work, and looked at the school's data on pupil's progress, and procedures for keeping pupils safe. He scrutinised 18 parental questionnaires and spoke with a number of parents.

The inspector reviewed many aspects of the school's work. He looked in detail at the following:

- how effectively slow progress in numeracy through Key Stage 2 is being tackled, through teaching and assessment and the suitability of the curriculum
- the effectiveness of support for pupils who are looked after by the local authority and pupils with special educational needs and/or disabilities
- how effectively governors contribute to school self-evaluation and raising standards.

Information about the school

Ten Mile Bank is a very small primary school which serves a rural community in and near to Ten Mile Bank village. There are approximately twice as many girls as boys and nearly all pupils are of White British heritage. The number of children with special educational needs and/or disabilities is above average and a higher proportion of pupils than average is eligible for free school meals. At the time of the inspection, children in the Early Years Foundation Stage had been in school for only a short time. The number of children joining has increased from typically two children in previous years to seven in Reception. The school has two classes: one for Early Years Foundation Stage and Key Stage one pupils; the other for pupils in Key Stage two. The school gained an Active Mark award in 2008.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

3

The school's capacity for sustained improvement

3

Main findings

Ten Mile Bank School is a satisfactory school which provides sound provision. Its caring, nurturing ethos is its particular strength, contributing to pupils' love of the school. One typically says, 'The teachers are very kind and listen to everyone.' Another states, 'I am proud of my school because they have taught me for a long time and they understand me'. The leadership and management of the school are at least sound in all aspects and good in safeguarding pupils and engaging with parents. The headteacher and the fully supportive and cohesive staff team have improved the curriculum and provision in the Early Years Foundation Stage. In this phase, teaching is good and children make good progress, and attain well. The school's evaluation of its work is accurate, demonstrated by their understanding of its strengths and weaknesses, giving the school a sound capacity to improve. However, the regular monitoring of teaching does not always focus enough on improving aspects that would maximise progress, such as improving pupils' progress in numeracy. The effectiveness of the committed governing body has also improved. They evaluate the school soundly and contribute more effectively to raising standards. Children are welcomed whatever their background and all are quickly made to feel part of the caring school community.

The good care, guidance and support that pupils receive, builds on the school's ethos and effectively draws on the skills of others beyond the school to enhance support. The school takes particular care that children settle into the school quickly. Children feel safe because they trust staff. They behave well in the school and in lessons because the school has high expectation of behaviour and encourages it well. Children eat healthily because the school has ensured they understand the importance of this. They mature and develop confidence as they progress through school, so that when the time comes to leave, they are soundly prepared for the future. The grouping of pupils of different ages assists their personal development as younger children look up to older ones as models of good behaviour. Attendance is no better than satisfactory mainly because of the absence of a few children on family holidays, which the school is striving to reduce. The curriculum meets the needs of the pupils well, enriched by visits and visitors and by a range of popular clubs. Cross-curricular links are well considered but for mathematics they are not as deep and extensive as they should be to deliver the consistent long-term improvements to mathematics progress that the school desires.

In lessons staff work closely together, relationships with children are good, behaviour is well managed and children try hard and enjoy lessons. Information and communications technology (ICT) is well used to support learning. However, lessons do not always maximise the contribution of the teacher and teaching assistants. For example, in both Key Stages 1 and 2, where the teacher's lesson introduction is too long, opportunities

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for small group work are shortened and this slows the pace of learning in these lessons. The school recognises that although outcomes have improved for English, mathematics and science, progress in mathematics in recent years has been too slow. Building on the skills and knowledge that they gain in the reception class, and because of sound teaching at Key Stage 1 and 2, pupils learn and progress steadily. By the end of their schooling they reach standards in line with national expectations and some individual pupils make good progress for example in reading. Pupils with special educational needs and/or disabilities and pupils looked after by the local authority also make steady progress because of the effective support they receive. Although they tend to have lower starting points their progress is steady because of the school's individual approach to their needs for example providing speech and language therapy support for language difficulties and help in expressing feelings for pupils who find it difficult to do so. The hard work of governors and staff is recognised by the very supportive parents. Parents greatly appreciate the work that has gone into transforming the school's physical environment.

What does the school need to do to improve further?

- Raise standards by improving the quality of teaching, particularly in mathematics, from satisfactory to good in Key Stages 1 and 2 by ensuring the way lessons are structured always makes the fullest use of teachers and teaching assistants in group activities.
 - Accelerate pupils' progress in numeracy at Key Stage 1 and 2 by deepening cross curricular numeracy links in a wide range of subjects and areas to maximise opportunities for pupils to apply and practice their learning.
 - Improve the impact of the monitoring of teaching and learning in English, mathematics and science by focusing more tightly on key areas for improvement, especially progress in numeracy and stronger cross-curricular links.
 - About 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Outcomes for individuals and groups of pupils**3**

After entering school with broadly average standards, pupils make steady progress as they pass through the school and leave at the end of Key Stage 2 with standards that are broadly in line with national levels. Pupils' mathematics progress over recent years has not been as strong as that for English and science although there are signs of more recent improvement as the school has begun to focus more on improving numeracy progress as a priority. In ICT, progress is good and pupils attain above average standards. Those with special educational needs and/or disabilities and pupils looked after by the local authority make steady progress because of the effective support they

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receive. Pupils with particular talents have these nurtured effectively including through opportunities provided through links with other schools. During lessons that were observed during the inspection, pupils made satisfactory progress. In a satisfactory lesson in Key Stage 1, pupils learned to confidently elaborate their descriptions of the tastes of different fruits because the teacher encouraged their participation. The activity engaged the children although the pace was steady rather than brisk. In a sound numeracy lesson in Key Stage 2, pupils progressed steadily in their use of multiplication and tried hard, making better progress after the lesson introduction had finished and they formed smaller groups including one using the computer suite. Learning targets, which pupils know and reach, support sound progress because the level of challenge is satisfactory.

Pupils' spiritual, moral, social and cultural development is good with particular strengths in moral and social development. Pupils enjoy school considerably. They feel safe because the school community is small, secure procedures are in place, and they trust staff. They behave well at play and in class because their behaviour is managed well by staff. They know how to stay healthy and choose nutritious foods and this is effectively supported by a reward system which recognises healthy choices. Pupils' good contribution to the local and school community is strengthened by the membership and involvement of everyone in the school council. The attendance of most pupils is satisfactory but attendance is lowered by absences for family holidays in term time. Pupils develop sound skills for their future economic well being through work related projects and ICT and a satisfactory contribution from literacy and mathematics.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account:	
Pupils' attainment ¹	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being Taking into account: Pupils' attendance ¹	3 3
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Teaching, including the use of assessment, is satisfactory overall and results in pupils' satisfactory progress. Among strengths of lessons are the good relationships between children and staff, the warm and supportive ethos, and good management of behaviour. Assessment informs planning satisfactorily, teachers track the progress of pupils carefully, and marking is up to date and helps pupils know what they must do to improve. However, lessons are not always structured carefully enough to ensure pupils gain maximum benefit from working with teachers and teaching assistants in small groups. For example the introduction to lessons is sometimes too long, slowing the pace and restricting opportunities for independent learning. Teaching assistants make a valuable contribution, especially when working with individual children or small groups but their impact is less in the early part of lessons.

The good curriculum meets the needs of different groups of children well, encouraging pupils' enjoyment of learning. For example, pupils with special educational needs and/or disabilities benefit from the curriculum because the wide range of activities that tap into a variety of interests and levels of understanding ensures they make progress. The curriculum is enriched by well-attended lunchtime and after school activities such as the popular computer club, by visitors coming into the school, and by visits in the local community and beyond. Cross-curricular elements are well developed generally. However, the school sometimes misses opportunities to ensure numeracy is encouraged in as wide a range of subjects and activities as possible, particularly in mathematics.

The good care, guidance and support help ensure children feel valued and that they always have someone they can talk to. The warm, caring and supportive ethos is very apparent but does not get in the way of the school effectively encouraging children to be independent. Parents are particularly pleased that their children are helped well to settle into the school, in their transition to secondary school and also as they move through the school. Vulnerable pupils are also well supported because the school takes great care that their individual needs are met and works closely with their families.

These are the grades for the quality of provision

The quality of teaching Taking into account: The use of assessment to support learning	3 3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	2

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How effective are leadership and management?

Leadership and management are driving improvement in the school as indicated by satisfactory improvement since the previous inspection. The cohesive staff team are wholly committed to the school and work hard to constantly improve. They greatly value and fully support the headteacher and governors. The school, which evaluates itself accurately, has worked effectively to improve the curriculum and the Early Years Foundation Stage. However, efforts are not always sharply focused enough on improving specific areas of teaching and learning that have been identified by the school's quality assurance systems. The hard working governors give sound support and challenge and care passionately about the school. They have considerably improved their knowledge of the school and what it needs to do to improve. Parents are very involved with the school as a centre of the local community and appreciate all it offers. They are well informed about their child's progress and feel they can always contact the school when necessary.

The school has developed sound partnerships with others, including outside services, to aid pupils learning and their well being. There is no evidence of discrimination in the school because the children are very accepting of others. Nevertheless, the school has clear policies in place for any such eventualities and soundly promotes equal opportunities. Safeguarding procedures are very secure. The school encourages community cohesion satisfactorily and has plans to continue to develop this further but does not evaluate and monitor this area in as much detail as it should. It deploys its resources with care to achieve sound value for money.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	3
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	3

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Early Years Foundation Stage

The progress of children and the quality of provision in the Early Years Foundation Stage has improved. The good leadership and management of this phase helps to ensure that children feel secure and safe and can grow in confidence. The well organised provision and the warm ethos encourage children to become independent learners within a secure setting. Children feel safe and are safe. Staff make careful assessments and use these effectively to guide subsequent learning. Working closely together, they manage behaviour well. Children experience well planned activities across their areas of learning. Because of this, children who have only recently started are settling in very quickly and progressing well. Communication and language skills are being well promoted and children are becoming more confident in expressing their preferences. They play together very harmoniously. The attractive, welcoming and well resourced classroom offers a good range of activities. The school correctly identifies that the outdoor area does not yet enable children to benefit from the full range of learning activities and is addressing this.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

All parents who completed the questionnaire and those who spoke to the inspector value the school's openness towards them. They are appreciative of the positive influence the school has had on their child, that the school improves year on year, and that children new to the school have settled in well. Parents like the way they can easily contact the school and that it is very responsive to their views. They really appreciate the warm and welcoming ethos. There were no suggestions about how the school might improve further.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Ten Mile Bank School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school. The inspector received 18 completed questionnaires by the end of the on-site inspection. In total, there are 30 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	12	67	6	33	0	0	0	0
The school keeps my child safe	15	83	3	17	0	0	0	0
The school informs me about my child's progress	13	72	5	28	0	0	0	0
My child is making enough progress at this school	12	67	6	33	0	0	0	0
The teaching is good at this school	15	83	3	17	0	0	0	0
The school helps me to support my child's learning	12	67	6	33	0	0	0	0
The school helps my child to have a healthy lifestyle	13	72	5	28	0	0	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	33	61	6	33	0	0	1	6
The school meets my child's particular needs	15	83	3	17	0	0	0	0
The school deals effectively with unacceptable behaviour	13	72	5	28	0	0	0	0
The school takes account of my suggestions and concerns	11	61	7	39	0	0	0	0
The school is led and managed effectively	14	78	4	22	0	0	0	0
Overall, I am happy with my child's experience at this school	15	83	2	11	0	0	1	6

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



18 September 2009

Dear Pupils

Inspection of Ten Mile Bank School, Ten Mile Bank, PE38 0PE

It was lovely to meet you when I inspected your school recently. Thank you for making me feel so welcome. I found many good things. The staff work very hard and the atmosphere of the school is very warm and caring. The school has good provision for very young children. The curriculum in the whole school is good. The school cares for you well and helps you develop. You feel safe and you enjoy school. You make steady progress while you are at school and by the time you are ready to leave, your standards of work are similar to other children of your age. This is because the teaching is sound both for younger and older pupils.

There are a few things that the school can improve. I have asked the staff to:

- check the teaching to make sure it is improving in ways that are especially important for the school
- make teaching even better by making sure you get plenty of time working in small groups with your teacher or teaching assistant
- make sure many of your subjects and activities help you practice the things you learn in numeracy lessons.

Thank you again for your help with the inspection.

Yours faithfully

Michael Farrell

Lead Inspector

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