

The James Bradfield Church of England Community Primary School

Inspection report

Unique Reference Number	121057
Local Authority	Norfolk
Inspection number	339849
Inspection dates	11–12 May 2010
Reporting inspector	Karen Heath

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	5–11
Gender of pupils	Mixed
Number of pupils on the school roll	85
Appropriate authority	The governing body
Chair	Kate Denyer
Headteacher	Andrew Beeson
Date of previous school inspection	7 December 2006
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Introduction

This inspection was carried out by two additional inspectors. They observed the

- school's work and looked at a wide range of documentation including teachers' planning, pupils' books, the school development plan, school policies and minutes of meetings of the governing body. The inspection took place during the period when pupils in Key Stage 2 were taking tests each morning. Seven lessons were observed and four teachers were observed teaching. The inspection team spoke to pupils and also looked at 40 questionnaires completed by parents and carers, as well as questionnaires completed by pupils and staff. Inspectors looked at documentation with reference to the safeguarding of pupils.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- whether or not teaching is suitably challenging and engages all groups of pupils
- the consistency and effectiveness of teachers' assessment and marking in providing guidance to pupils
- how well the school's monitoring of teaching and learning identifies and addresses areas of weakness.

Information about the school

The school is smaller than average and is attached to the local community centre. The pre-school in the community centre is not managed by the governing body, and is inspected separately. Pupils are taught in mixed-age classes. The school has gone through a turbulent time in the last year and all the teaching staff are new to post. The proportion of pupils with special educational needs and/or disabilities, including those with statements of special educational need, is slightly higher than the national average, as is the proportion eligible for free school meals. Nearly all pupils are of White British heritage. The school has achieved the Activemark.

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

Inspection judgements

Overall effectiveness: how good is the school?

4

The school's capacity for sustained improvement

3

Main findings

In accordance with section 13 (3) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires significant improvement, because it is performing significantly less well than in all the circumstances it could reasonably be expected to perform. The school is therefore given a notice to improve. Significant improvement is required in relation to pupils' attainment and progress, and aspects of leadership and management.

After a turbulent period, the school has new teaching staff with a clear focus on improving the quality of teaching and learning. At the end of Key Stage 2, attainment in English, mathematics and science for the last three years has shown a decline. Attainment is below the national average in all three subjects. Too few pupils reach the higher Level 5. The performance of all groups is low in comparison with similar pupils nationally. At the end of Key Stage 2, the current levels of attainment in English show an improvement on last year. Action taken to improve attainment in mathematics, particularly for the more able pupils, has been less successful.

There are signs of improved progress but this is inconsistent amongst the year groups and not fast enough to compensate for inadequate achievement in the past. Insufficient attention has been given to accelerating the progress of more able pupils, particularly in mathematics. Pupils with special educational needs and/or disabilities make better progress than their peers. The school works hard to ensure their needs are catered for and they have every opportunity to be fully integrated into school life.

The school has benefited from the appointment of new teachers and this is helping to improve pupils' progress. Inspectors observed some good teaching but this is not sufficiently well embedded throughout the school, and the quality of teaching overall is satisfactory. Assessment is used with varying success to inform lesson planning and devise group tasks which meet the pupils' different needs and engage the full ability and age range. The use of adult support, including teachers' time spent with groups, is not always precisely focussed on learning outcomes. There are some good examples of marking where pupils have engaged in a dialogue with teachers about their work, but too few comments provide guidance to pupils on how to improve.

In partnership with the local authority, the headteacher has put in place a structure to support the new teaching staff and focus on raising attainment. This is starting to have a positive impact. The school has an accurate evaluation of its own effectiveness and a good school development plan with a clear focus on raising attainment. It has a good tracking system but this is not used effectively enough to give a strategic view of how different groups of pupils are progressing across the school. The quality of support

provided by teaching assistants is too variable, leading to inconsistency in its impact on pupils' learning. Behaviour management strategies have been implemented to good effect by some staff but this is not consistent throughout the school and, as a result, pupils are not always dealt with in an appropriate manner or given clear messages about expectations.

The school has a satisfactory capacity to improve. The input from the local authority has helped to focus the school on implementing strategies to improve the quality of learning. These are already making a positive difference. The appointment of new staff, who have delegated responsibilities for key areas of work, has strengthened the school's leadership.

What does the school need to do to improve further?

- Accelerate the progress of pupils in Key Stage 2 so that they attain levels equivalent to national expectations in both English and mathematics by:
 - ensuring the quality of teaching is consistently good
 - using target setting and teachers' marking to identify what pupils need to do to improve, and ensuring pupils understand this
 - using assessment information to plan group work, including the use of teachers' time, which precisely meets the needs of a wide range of abilities
 - focusing on the more able pupils, particularly in mathematics
 - ensuring that support staff are clearly directed.
- Improve aspects of leadership and management by:
 - using the school's tracking system to identify the progress of different groups of pupils
 - frequently reviewing pupils' attainment and progress and responding quickly by putting in place strategies that will accelerate their learning
 - improving the school's relationship with parents so that they understand the school's priorities and share its vision for high standards
 - ensuring that the school's behaviour management policy is consistently implemented by all staff.

Outcomes for individuals and groups of pupils

4

The majority of pupils enjoy coming to school and attendance is good. Pupils say they feel safe, and they are confident that any concerns they have, including bullying, will be dealt with. Pupils have an adequate understanding of healthy lifestyles and are aware of the importance of a good diet and exercise. They are very keen to participate in sports clubs but the opportunities for these are limited.

Lesson observations showed that pupils have appropriate skills in information communication and technology. However, not all pupils are making the progress

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

expected with their basic skills to ensure they are fully equipped for the next stage in their lives. Pupils work well individually and cooperate well in groups. They particularly like the opportunities to work in a variety of ways in the classroom as they feel this helps them learn. While the vast majority of pupils are well behaved both in and out of the classroom, a very small minority exhibit more challenging behaviour. Behaviour in class and on the playground was observed to be satisfactory.

Pupils from different social, ethnic and cultural backgrounds mix well. They show a good awareness of the importance of integrating with people from other cultures. They were able to discuss in some depth people's beliefs, and have a mature understanding of the spiritual differences between religions. They show insight in tolerating the behaviour of pupils with specific needs but recognise that some pupils' behaviour is not always acceptable.

Pupils share a number of responsibilities within school including running a shop, and this helps equip them with some basic life skills. The school council provides opportunities for pupils to influence the life of the school, such as improving the toilets. Pupils are participating in a local community project to promote the school and have been involved in fundraising for international charities.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	4
Taking into account: Pupils' attainment ¹	4
The quality of pupils' learning and their progress	4
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
The extent to which pupils feel safe	3
Pupils' behaviour	3
The extent to which pupils adopt healthy lifestyles	3
The extent to which pupils contribute to the school and wider community	3
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	4
Taking into account: Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	3

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

How effective is the provision?

The quality of teaching is satisfactory but insufficient good teaching over a longer period has not accelerated progress quickly enough to counter pupils' previous underachievement. Pupils and teachers have good relationships. Lessons which provide practical investigations, engage pupils' interest and accelerate their progress. In good lessons, pupils work effectively together. A class of older pupils enjoyed an investigative mathematics lesson where they were challenged to make a variety of shapes using straws. Pupils' concentration was sustained and they persevered to find solutions while learning about the properties of different shapes. In an English lesson, younger pupils extended their language skills as they explored making a bog in a soil tray to create a vocabulary to write a poem about a river. The breadth of the curriculum has been strengthened by the introduction of a topic-based approach to learning. Few opportunities are available for pupils to participate in after-school activities.

Teachers plan lessons which provide different activities for pupils according to their abilities or age. However, the use of adult support, including teachers' time spent with individual groups, is not always sufficiently focussed to improve outcomes and accelerate progress. The majority of pupils feel that their school takes good care of them. The arrangements for pupils joining the school and transferring to their next school help them settle quickly. Provision for pupils with special educational needs and/or disabilities has ensured that this group makes satisfactory progress.

These are the grades for the quality of provision

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

How effective are leadership and management?

The school's partnership with the local authority is improving the quality of learning and this has resulted in better attainment. The headteacher has initiated support for his staff and carried out monitoring and evaluation, but this is not always followed up with the necessary rigour. The school has an accurate view of its own effectiveness. The headteacher is acutely aware of the need to bring about rapid improvement. The school's development plan is well devised and has identified priorities with clear deadlines and success criteria.

A tracking system is used to monitor pupils' progress and this has been beneficial in identifying individual needs. However, this information is not used sufficiently well to give all members of the leadership team a strategic overview of how different groups of

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pupils are performing. Under new leadership arrangements, the governing body has a sound understanding of the school's strengths and weaknesses. It has put in place systems to monitor and evaluate the work of the school. However, implementation is too recent for the impact to be significant. Following a difficult period for the school a small minority of parents have lost confidence in the leadership.

The school is welcoming and inclusive. It has successfully accommodated pupils with special educational needs and/or disabilities and this group of pupils makes satisfactory progress. The school understands its social, ethnic and religious context and, following an audit, is in the process of formulating a plan to improve the way it promotes community cohesion. A range of useful partnerships, in particular with the local authority, are supporting work to improve outcomes for pupils. Safeguarding procedures are established and statutory requirements are met. Staff are suitably trained in child protection and appropriate risk assessments are undertaken.

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	3
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	3
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	4

Early Years Foundation Stage

Having made satisfactory progress, children leave the Early Years Foundation Stage with skills and abilities broadly in line with national age-related expectations. Induction arrangements are good so that children settle into school quickly and adapt well to the mixed-age class. Regular daily routines help children understand the need to stay healthy. They participate in regular exercise and eat fresh fruit and vegetables. Children are able to follow basic rules. They feel secure and are well behaved. They play happily together and talk freely to the adults around them.

Children have free access to the outside area where they particularly enjoy riding their bikes. There are opportunities to explore other areas of the curriculum, for example, playing with water and sand. However, independent play, particularly in the outside area, is not planned in sufficient detail to ensure that children have high quality learning experiences. The classroom has interesting areas to promote learning with resources are clearly labeled and stored at the right height to encourage independent play and foster children's reading skills. Children are confident to experiment with basic spelling and make good attempts to write words using the phonics they have been taught. Although some activities give children opportunities to develop speaking and listening skills, these are not always well modeled by adults.

The leadership of the Early Years Foundation Stage is satisfactory. Adults have received suitable training. Regular assessments are made which help with future planning and ensure that the needs of individuals are met satisfactorily.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	3
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

Views of parents and carers

The school has been through a difficult period. All teaching staff left at the end of last year. The uncertainty this created for everyone is reflected in the views of parents and carers, some of whom have lost confidence in the school's leadership. A number of parents expressed concern about pupils' behaviour. Inspectors observed a very small minority of pupils present challenging behaviour and this was managed effectively by teachers. The very large majority of pupils behave appropriately although inspectors found that the behaviour management policy is not consistently implemented by all staff.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at The James Bradfield Church of England Community Primary 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 inspection team received 40 completed questionnaires by the end of the on-site inspection. In total, there are 85 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	15	38	22	55	2	5	1	3
The school keeps my child safe	10	25	27	68	3	8	0	0
The school informs me about my child's progress	11	28	27	68	2	5	0	0
My child is making enough progress at this school	10	25	23	58	6	15	1	3
The teaching is good at this school	9	23	27	68	2	5	1	3
The school helps me to support my child's learning	9	23	26	65	2	5	1	3
The school helps my child to have a healthy lifestyle	10	25	27	68	3	8	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)	3	8	30	75	2	5	1	3
The school meets my child's particular needs	10	25	25	63	5	13	0	0
The school deals effectively with unacceptable behaviour	8	20	17	43	11	28	3	8
The school takes account of my suggestions and concerns	8	20	24	60	3	8	2	5
The school is led and managed effectively	6	15	23	58	5	13	4	10
Overall, I am happy with my child's experience at this school	9	23	26	65	4	10	1	3

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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

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 is for the period 1 September to 31 December 2009 and is the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

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.



13 May 2010

Dear Pupils

Inspection of The James Bradfield Church of England Community Primary School, Kings Lynn, PE33 9QJ

Thank you very much for welcoming the inspection team to your school. We appreciated some of you giving up your lunchtime to talk to us especially as you had spent all morning doing your standard assessment tests (SATs). We are pleased that you enjoy many things about your school. Nearly all of you behave well and are polite and have good attitudes to your work. However, we did notice that on the playground a few pupils do not always follow the school rules and sometimes this is not corrected by the staff. We have asked the headteacher to check up on this.

We know that many of you try hard with your work, but some of you are not making the progress you are capable of or reaching high enough standards. Overall, we do not think the school is doing quite as well as it should. Because of this, we have given the school a notice to improve. This means that, in a few months, other inspectors will visit to check that things are getting better.

We have asked your school to make sure that your lessons are always good and that you understand what you need to do to improve. We would like your teachers to make sure they spend time with all the different groups in class so that everyone keeps on track to make good progress.

We have also asked your headteacher to do a number of things. One of these is to explain to your parents and carers how the school is planning to improve and what they can do to help. It is important that you leave James Bradfield with skills to prepare you for the next stage in your life. You can help by continuing to work hard and by keeping up your best behaviour.

Yours sincerely

Karen Heath

Lead Inspector

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