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Monday 29 November 2010

Mr A. Beeson
The James Bradfield Church of England Community Primary School
Wretton Road
Stoke Ferry
King's Lynn
PE33 9QJ

Dear Mr Beeson

Notice to improve: monitoring inspection of The James Bradfield Church of England Community Primary School

Thank you for the help which you and your staff gave when I inspected your school on Friday 26 November 2010 and for the information which you provided during the inspection. Please also pass on my thanks to the Chair of the Governing Body, and to the pupils and parents that I met and talked to.

As a result of the inspection on 11 May 2010, the school was asked to address the most important areas for improvement which are set out in the annex to this letter.

Having considered all the evidence, I am of the opinion that at this time the school is making good progress in addressing the issues for improvement and in raising the pupils' achievement.

The senior leadership, teachers and non-teaching staff, members of the governing body, parents and pupils all share a consistent and ambitious vision for the future of the school and this is a major reason for the good improvement evident since the inspection. Pupils' achievement is improving rapidly. More stable staffing is providing pupils with challenging activities and interesting and pertinent lessons. Because of this, standards are rising rapidly especially for the older pupils. Even so, the provision of sufficiently challenging activities for the most able pupils remains to be addressed. The good progress previously evident in the Early Years Foundation Stage and in Years 1 and 2 has been maintained. Progress in Years 3 to 6, which was inadequate in the past, has improved and the current Year 6 are on track to reach standards in mathematics that are at least in line with those expected. This represents a good improvement.

A major reason for the improved achievement is the more consistent quality of teaching and learning. During the monitoring visit the teaching observed was at least

satisfactory and at times of good or outstanding quality. Relationships with pupils are very positive and this helps create a positive productive ethos in the classrooms, in which pupils are happy to take on challenges such as measuring areas or perimeters. Even so, higher attaining pupils are still not always being fully challenged by sufficiently high expectations or tasks that are well matched to their prior learning. This is largely because the use of the improved assessment data now available is at an early stage and teachers are still learning how best to group the mixed ability and mixed age classes to best effect. These improvements are also reflected in the improved behaviour management of pupils. There are clear sanctions and reward systems understood and agreed by all. Pupils say that poor behaviour or bullying are no longer issues that detract from their learning.

Pupils have individual targets set for them and they understand what these are for and how they can help them improve. The marking of their work is regular and praises pupils' achievements well. However, the identification of the next steps for learning and the guidance on how they can improve their work remains an area for development. A further major improvement has been the better use of the available support staff and teaching assistants. This has improved the provision for those with special educational needs and/or disabilities and also offered less able pupils better support during whole-class teaching sessions.

The leadership and management have improved because the school now tracks pupils' progress more closely and can recognise and address any underachievement at an earlier stage. This has enabled senior leaders to identify where progress has been good, such as in Year 6 mathematics and also where any pupil may be falling behind. This has enabled appropriate intervention groups to be put in place and to target some effective one-to-one tuition.

Relationships with parents and carers have greatly improved. Parents and carers themselves are very positive about the way the school supports them and works with them, especially where their children have specific needs. The school has organised a range of specific day projects that involve parents, getting them into school working alongside their children. This happened, for example, by sampling Greek food or taking part in a design and technology project building boats. This helps them understand the learning and thus be more able to help their child at home.

The school is rightly positive about the support received from the local authority. The action plan produced required the following amendment.

- There are insufficient measurable criteria and milestones, for example for the proportion of good teaching, linked to review dates so that evaluations can be made about the sufficiency of progress.

This has been done and the action plan is now fit for purpose. The support from local consultants and other partnerships have helped new staff settle into their roles quickly and supported the spread and sharing of good practice through improved monitoring and evaluation activities. The headteacher has worked with a local leading headteacher and this has supported the improved data analysis and other leadership issues.

I hope that you have found the inspection helpful in promoting improvement in your school. This letter will be posted on the Ofsted website.

Yours sincerely

Geof Timms
Additional Inspector

Annex

The areas for improvement identified during the inspection which took place in May 2010.

- 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.