

The James Bradfield Church of England Community Primary School

Wretton Road, Stoke Ferry, King's Lynn, Norfolk PE33 9QJ

Inspection dates 13–14 May 2014

Overall effectiveness	Previous inspection:	Requires improvement	3
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Pupils make good progress in reading, writing and mathematics from starting points which are often below those expected nationally.
- Pupils enjoy their lessons and work hard to achieve their best.
- Lessons promote good understanding. Teachers match work to the needs of pupils, and offer advice on how they can improve.
- Pupils' behaviour is good. They show respect for each other and for adults, and say they feel safe in school.
- Leaders regularly check on the quality of teaching and learning to ensure that pupils make good progress. Through these checks, and as a result of training, teaching and achievement have improved since the previous inspection.
- The wide range of topics that pupils study engages their interest well, and encourages a love of learning.
- After a period in which there was a high turnover of governors, the governing body is now better established, and is becoming much better at offering both support and challenge as the school aims to improve even more.

It is not yet an outstanding school because

- Pupils' achievement in writing is not as strong as in reading or mathematics.
- Although many pupils make more progress than similar pupils nationally, the more-able pupils are not challenged enough to help them make better progress than similar pupils.

Information about this inspection

- The inspector observed teaching in six lessons. Three of these observations were made jointly with the headteacher.
- The inspector spoke to pupils in lessons, at lunchtimes and at playtimes. He also interviewed a group of pupils, and listened to a number of pupils read.
- The inspector looked carefully at pupils' work, at displays in classrooms and at the records of the progress made by children in the Reception class.
- The inspector read a wide range of school documents, including information about pupils' current and recent progress, planning and monitoring documentation, and records relating to behaviour, attendance and safeguarding arrangements.
- The inspector held meetings with a member of the governing body and with senior and subject leaders, and had telephone discussions with representatives of the local authority and the diocesan board of education.
- The views of 13 parents were analysed through the Parent View website. The inspector also took account of additional comments made by parents he met informally at the start of the school day.
- The inspector considered the views expressed in questionnaires returned by 11 members of staff.

Inspection team

Stephen Palmer, Lead inspector

Additional Inspector

Full report

Information about this school

- The school is smaller than the average-sized primary school. There are three classes: Reception class children and Year 1 pupils are in one class together, Year 2 and 3 pupils are in the second class, and Year 4, 5 and 6 pupils are in the third class.
- Almost all pupils come from a White British heritage, and none speaks English as an additional language.
- The proportion of pupils supported through the pupil premium is broadly average. This is additional government funding for pupils known to be eligible for free school meals, those with a parent in the armed forces and those in the care of the local authority.
- The proportion of disabled pupils and those who have special educational needs who are supported through school action is lower than average. The proportions supported through school action plus or with a statement of special educational needs are above average.
- The school has had a significant turnover of teaching staff and governors in recent years.
- The school meets the government's current floor standard, which sets the minimum expectations for pupils' attainment and progress.

What does the school need to do to improve further?

- Improve the quality of teaching by ensuring that:
 - lesson activities challenge all groups at the right level of difficulty, especially the most-able pupils
 - demanding tasks develop pupils' confidence in their own abilities, and continue to raise their aspirations.
- Improve pupils' achievement in writing by:
 - making sure that pupils understand clearly the purpose of their writing
 - giving pupils precise guidance on the elements that will define a successful piece of writing
 - giving pupils more opportunities to apply and develop their writing skills in a wide range of subjects and topics.

Inspection judgements

The achievement of pupils is good

- While there is some variability between each year group, children generally start in the Reception class with skills and knowledge which are below those expected nationally, particularly in reading and writing.
- By the end of the Reception year, children have made good progress and their skills and knowledge are broadly in line with levels expected nationally.
- By the end of Key Stage 1, standards in reading, writing and mathematics are in line with national averages. Many pupils who had lower starting points make good progress, although fewer pupils attain the higher levels.
- By the end of Key Stage 2, most pupils make good progress, and there has been a trend of improvement in recent years. The 2013 Year 6 results in reading and mathematics were higher than national averages, while those in writing were slightly lower.
- The school's accurate achievement data show that the current pupils will have made good progress by the time they leave the school.
- Pupils who are less able do particularly well in Key Stage 2. Those who are most able do not always make enough progress to reach the higher levels they are capable of.
- The pupils known to be eligible for the pupil premium benefit greatly from individual and small-group activities afforded by the fund. They make similar progress to other pupils. There were too few such pupils in Year 6 in 2013 to compare their attainment in English and mathematics with that of other pupils without identifying individuals.
- Disabled pupils and those who have special educational needs achieve well because of good support and guidance. Their progress in writing, like that of other groups, is less strong than in reading and mathematics.
- Scores in the 2013 Year 1 national check on standards in phonics (the sounds that letters make) were below average, but by the end of Year 2, reading standards are average. The school does much to promote a love of reading. Pupils read regularly in school and most read frequently to an adult at home. Less-able readers in Year 2 use their knowledge of phonics to blend sounds together to read unfamiliar words, and talk confidently about the stories they have read.

The quality of teaching is good

- The school's own checks on the quality of teaching show that most teaching is good. Pupils say they enjoy their lessons, and that teaching is good.
- Teaching engages pupils' interest, and sets challenging tasks for most pupils.
- The work in pupils' books shows that over time they quickly acquire new skills, knowledge and understanding.
- During lessons, teachers check on pupils' work, and use questions and explanations well to

clarify pupils' understanding and to correct any misconceptions.

- Teaching assistants are effective in supporting small groups and individuals. They understand well the needs of their pupils, and use questions, explanations and encouragement to support them.
- Teachers have accurate information about what pupils can do and what they understand, and use this to plan lessons well. However, the level of challenge set for the more-able pupils is sometimes not enough to encourage these pupils to make rapid progress and aim higher in their work.
- Teachers frequently mark pupils' work. Their feedback often offers advice on how to improve, but teachers do not consistently carry out this good practice or make sure that pupils respond by correcting their mistakes or developing their work.
- Teachers do not always explain clearly enough the elements they wish to see in pupils' written work when they are writing for a particular purpose or audience. As a result, the pupils are sometimes unsure of what is expected, and unable to measure their own success in the task.

The behaviour and safety of pupils are good

- The behaviour of pupils is good. Pupils try to do their best in lessons, especially when the tasks they undertake are stimulating and challenging.
- They behave well around the building and in the playground, and show respect for each other and for adults.
- All pupils wear the school uniform, and treat the buildings and equipment with respect. The pride and care they take in their work have improved considerably since the last inspection.
- The school's work to keep pupils safe and secure is good. The records relating to behaviour show that the number of instances of poor behaviour have reduced considerably over time. This shows that the systems for dealing with poor behaviour are effective. There have been no exclusions in recent years.
- Although the number of incidents of bullying is very low, they are nevertheless taken seriously. Perpetrators are held to account and required to make amends.
- On a few occasions, pupils are slow to bring their own talking to a halt when the teacher asks for attention during a lesson. This is a result of their enthusiasm to discuss their work, rather than to deliberately disrupt the lesson, but it occasionally limits pupils' learning.
- Pupils understand how to keep themselves safe in some circumstances, such as when using the internet. Safeguarding procedures are robust, meet all national requirements, and contribute to the pupils' sense of security.
- Attendance is above average, and persistent absence is low.
- Pupils say they feel safe in school, and that the behaviour of nearly all pupils is good. Their parents agree.

The leadership and management are good

- The leadership team promotes high aspirations for all pupils, regardless of their ability or background. The staff support these aims in striving for higher levels of achievement for pupils and their moral and spiritual well-being. The improvements in some aspects of leadership, including governance, and aspects of the curriculum are not yet sufficiently well established to have had a marked impact on pupils' achievement.
- Leaders have an accurate understanding of the school's strengths and weaknesses. The resulting improvement plan is ambitious but realistic. It sets out clear targets by which to measure success. The plan includes appropriate timescales, and identifies who will be accountable for carrying out the different actions.
- Leaders carry out systematic checks on the quality of teaching to ensure that it enables pupils to make the progress they are capable of. There are clear links between teachers' pay rises and promotion and the achievement of their pupils. Effective training has brought about improvements in the quality of teaching.
- Leaders have shown their capacity to make further improvements in their record of increasing success over recent years. Issues raised at the previous inspection are being effectively addressed.
- Subject leaders have opportunities to check on the work of colleagues, and are held accountable for carrying out aspects of the improvement plan which relate to their subject.
- The curriculum engages pupils well through a series of planned topics, with titles such as 'Water World'. There are links with a school in Pakistan, and additional activities to enrich learning such as visits to museums, residential visits and visits by authors. These involve pupils in a wide variety of learning experiences, and contribute well to their social, moral, spiritual and cultural awareness.
- While pupils do write as part of their topic work, they are not given regular opportunities to apply and improve skills learnt in literacy lessons through other work.
- Primary school sports funding has been used to develop the skills of teachers and teaching assistants to deliver a wider range of physical activities to a higher standard. These activities include gymnastics and swimming. The wider range of activities is beginning to have a positive impact on pupils' performance and well-being.
- The local authority has made effective checks since the last inspection on the strengths and weaknesses of teaching. This has contributed to rising standards in teaching and pupils' achievement.
- **The governance of the school:**
 - After a period of turbulence, the governing body is now better established, and is rapidly becoming more effective in carrying out its role. Governors have attended training courses to develop their skills in checking on the school's effectiveness.
 - Governors now have a better understanding of the school's strengths and weaknesses. They have good awareness of pupils' achievement in comparison with other schools. They now analyse carefully information provided by leaders, and use this analysis well to challenge leaders.
 - They are aware of the performance of teaching staff, and measures being used to improve the

quality of teaching.

- They manage finances well, and are aware of how sports funding and pupil premium are spent.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	121057
Local authority	Norfolk
Inspection number	442049

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	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	84
Appropriate authority	The governing body
Chair	Carol Nicholas-Letch
Headteacher	Andrew Beeson
Date of previous school inspection	20 March 2013
Telephone number	01366 501050
Fax number	01366 501050
Email address	office@jamesbradfield.norfolk.sch.uk

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