



The James Bradfield Church of England Community Primary School

Inspection Report

Unique Reference Number 121057
Local Authority NORFOLK
Inspection number 291982
Inspection dates 7–8 December 2006
Reporting inspector John Godwood

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

Type of school	Primary	School address	Wretton Road
School category	Voluntary controlled		Stoke Ferry, Stoke Ferry
Age range of pupils	4–11		Norfolk PE33 9QJ
Gender of pupils	Mixed	Telephone number	01366 501050
Number on roll (school)	108	Fax number	01366 501050
Appropriate authority	The governing body	Chair	Mrs Carol Nicholas-Letch
		Headteacher	Mr Andrew Beeson
Date of previous school inspection	Not previously inspected		

Age group 4–11	Inspection dates 7–8 December 2006	Inspection number 291982
--------------------------	----------------------------------------------	------------------------------------

© Crown copyright 2006

Website: www.ofsted.gov.uk

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

Introduction

The inspection was carried out by an Additional Inspector.

Description of the school

This is a small primary school, with four mixed-age classes. The proportion of pupils who are eligible for free school meals is average. The percentage from minority ethnic backgrounds is below average, with none learning English as an additional language. The proportion of pupils with learning difficulties or disabilities is above average, although the percentage with a statement of special educational need is average. The school site is used for community activities that include an independently run playgroup.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

The school's effectiveness is satisfactory. Since its last inspection the school has been through a difficult period following the turnover of a significant number of teachers. This led three years ago to a drop in standards and difficulties with pupils' behaviour. The school also lost some key governors. For the past two years, however, pupils' progress has improved. The school has stabilised its staffing and the local authority has provided good support. As a result, there have been improvements in leadership, teaching and behaviour management. Most parents are happy with the school, although a minority do not think that their concerns are followed through sufficiently.

Pupils' achievement is satisfactory. Pupils enter the school with average standards and reach broadly average standards in Year 2 assessments and Year 6 national tests. The school's own records show that pupils' progress over the past two years is markedly better than it was previously. In the Foundation Stage, pupils make good progress as a result of teaching that matches their individual abilities well.

Pupils' personal development and well-being are satisfactory. They enjoy school and make a good contribution to the community. Through the school's Christian ethos, they are encouraged to be helpful to others. Pupils are well cared for. They learn effectively how to stay safe and they adopt healthy lifestyles to a satisfactory degree. Behaviour is satisfactory and attendance is good.

Teaching and learning are satisfactory. Pupils enjoy most lessons. In the better lessons, teachers engage pupils well through skilful questioning and tasks that involve them actively. This is not done consistently, however, and occasionally pupils are too passive, which leads to some being inattentive. Regular additional support for pupils whose attainment is below national expectations has had a positive effect on their progress. Pupils' learning is given added focus by class targets in literacy and numeracy. Pupils are also set targets for their achievement in national tests and assessments. However, these two sets of targets are not linked and pupils are not involved in their own learning sufficiently through clear feedback on what their personal targets are and what they need to do to reach them.

Leadership and management are satisfactory. Staff work well as a team and there is reasonable clarity of direction. The school has an accurate knowledge of its strengths and weaknesses. It analyses pupils' attainment well to identify where additional support is needed. The monitoring of teaching is satisfactory, but subject leaders are not involved sufficiently and the findings are not used enough to plan further improvements.

New governors have been appointed and the governing body has had a positive impact on the school's recent improvement. The improvements achieved over the past two years show that the school has satisfactory capacity for further improvement.

What the school should do to improve further

- Ensure that teaching consistently engages pupils through tasks that involve them actively and make them think for themselves
- Involve pupils more in their learning through guidance on what their targets are, how well they are doing and what they need to improve
- Involve all subject leaders in monitoring the quality of provision and use the findings effectively to plan further improvements.

Achievement and standards

Grade: 3

Pupils' achievement is satisfactory. Their attainment on entry to the Foundation Stage is broadly average, although it varies according to how many pupils in the year group have learning difficulties or disabilities. Pupils make good progress through the Foundation Stage and the majority reach the standards expected of them by the time they join Year 1.

The 2006 results in Year 2 national assessments were broadly average, as they have been in most recent years. Pupils made satisfactory progress, but very few reached the higher Level 3. Results were weaker in writing than reading or mathematics.

Year 6 national test results in 2006 were also broadly average, and significantly higher than in 2005. English results were lower than those of mathematics or science. The school did not meet its very challenging targets. The school's own records show that pupils' progress improved as they went through the school: it was inadequate in Years 3 and 4, but satisfactory in Years 5 and 6. Currently, pupils in all year groups are making satisfactory progress. Pupils with learning difficulties or disabilities also make satisfactory progress.

Personal development and well-being

Grade: 3

Pupils' personal development, including their spiritual, moral, social and cultural development, is satisfactory. Their enjoyment of school is good, as shown in above average attendance and good participation in clubs and activities. They are motivated by many opportunities to earn rewards. Through its Christian ethos, the school promotes pupils' spiritual awareness well, but it acknowledges that their understanding of other cultures is less well developed. Most pupils are friendly and caring and behave well, although a minority have behaviour difficulties. In the past, poor behaviour has been a serious concern, but through staff training and consistent use of rewards and sanctions it has much improved.

Pupils have a good knowledge of how to stay safe and they adopt reasonably healthy lifestyles. They make a good contribution to the school and the wider community. Older pupils, for example, are conscientious playground friends. Pupils elect their school council, which has helped devise the school rules. Pupils contribute to charities

and sing for senior citizens. Their sound basic skills and opportunities to work together give them a satisfactory basis for their future economic well-being.

Quality of provision

Teaching and learning

Grade: 3

Teaching is satisfactory, and sometimes good. Teachers plan appropriate work for pupils of different ages and abilities. They inform pupils what they should be learning during the lesson and help them to focus their efforts through class targets for literacy and numeracy. Teachers give satisfactory feedback on how well pupils are meeting the targets, but marking doesn't include enough individual guidance on how to improve.

Pupils enjoy most lessons because teachers often prepare activities that keep them actively involved. In the better lessons, teachers use questions well to make pupils think and express their ideas. However, in a few lessons teachers talk too much and pupils are passive. Behaviour is well managed in most lessons and pupils pay satisfactory attention, but in a minority of lessons there is too much inattention that takes time away from learning. Teaching assistants make a good contribution to the progress of pupils with learning difficulties or disabilities.

Curriculum and other activities

Grade: 3

The curriculum is satisfactory. It gives good attention to literacy and numeracy. Good additional support is provided for pupils whose attainment is below national expectations. Provision for information and communication technology is satisfactory. Pupils learn a good range of subjects, including swimming. The school is beginning to strengthen the links between subjects to give pupils more opportunities to apply their learning. Activities in the Foundation Stage are well matched to children's abilities. For the size of the school, there is a good range of popular clubs, including French and wildlife.

The provision for pupils with learning difficulties or disabilities is soundly planned, but there is little additional provision for gifted and talented pupils. The personal development curriculum includes clear guidance on staying safe and healthy. The school is currently focusing on improving pupils' ability to collaborate and take responsibility for their own behaviour.

Care, guidance and support

Grade: 3

Care, guidance and support are satisfactory. There are good procedures for child protection and ensuring safety in school. Children are well cared for. Disabled pupils have their needs met well and are fully included. There are satisfactory links with other agencies to provide additional support for individual pupils. It is a school priority to

strengthen the links with parents, which are currently satisfactory. Attendance is supported well.

Liaison with the playgroup is effective and helps pupils to settle well. Pupils' academic guidance is satisfactory. Regular assessments are used effectively to check progress and provide additional help where needed. Pupils are set challenging targets for their performance in national tests, but these are not used sufficiently to help pupils know how well they are doing, what they are aiming for and what to do to get there.

Leadership and management

Grade: 3

Leadership and management are satisfactory. The headteacher, well supported by his deputy, provides strong support for the school's Christian values and a quiet determination to improve pupils' chances. Planning is thorough. Staff have a good sense of common purpose. The school has improved in many ways since its difficulties a few years ago.

Self-evaluation is satisfactory. The school has a realistic understanding of its strengths and weaknesses. Pupils' test results are analysed well to identify improvements needed and pupils who need additional help. The monitoring of teaching is satisfactory, but the outcomes are not used enough to identify how teaching could be improved. Subject leaders are conscientious, but other than in literacy, numeracy and science, their role in checking and developing the quality of their subjects is underdeveloped.

Governance is satisfactory. Governors have had a positive impact on the school's development and the chair is a very effective critical friend. However, the full governing body is not sufficiently involved in planning and monitoring standards. Finances are well managed and the school provides satisfactory value for money.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: www.ofsted.gov.uk.

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
-------------------------------------------------------------------------------------------------------	-----------------------

Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	3
How well does the school work in partnership with others to promote learners' well-being?	3
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	3
The capacity to make any necessary improvements	3
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

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

Personal development and well-being

How good is the overall personal development and well-being of the learners?	3
The extent of learners' spiritual, moral, social and cultural development	3
The behaviour of learners	3
The attendance of learners	2
How well learners enjoy their education	2
The extent to which learners adopt safe practices	2
The extent to which learners adopt healthy lifestyles	3
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	3

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3
How well do the curriculum and other activities meet the range of needs and interests of learners?	3
How well are learners cared for, guided and supported?	3

¹ 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.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively performance is monitored, evaluated and improved to meet challenging targets	3
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	3
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

Text from letter to pupils explaining the findings of the inspection

11 December 2006

Dear Children

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

I enjoyed my visit to your school. Thank you for your friendly welcome and for sharing your thoughts with me. Many of you told me that you enjoy school. You enjoy most of your lessons and have lots of clubs to go to. You like the rewards, which help you to do well.

The teachers and other adults take good care of you. The school helps you to think about what it means to be a good person and help others. I was pleased to see that most of you get on well together. Many pupils are helpful as playground friends, dinner helpers and school councillors. You were all helpful during Children in Need.

I saw some good lessons while I was there, although not all the lessons are as good. Teachers often give you interesting tasks. When you are working in groups, the work is well suited to your abilities. Sometimes, however, teachers expect you to listen for too long and don't give you enough to do. Most of you behave well and work hard but there are a few pupils who don't concentrate enough. I have asked the school to make sure you work hard and have activities that keep you involved in all lessons.

The progress that you make has improved and many of you do well in tests. Some of you get extra help, and this helps you to learn more. I have asked the school to help you to make even more progress by telling you more about your targets and what each of you needs to do to reach them.

The school has improved recently. This is because Mr Beeson and the teachers have worked hard to make the behaviour better and to help all pupils do as well as they can in literacy and mathematics. I have asked them to check the lessons and how well you are learning in all your subjects so that they can plan how to keep making things better. I think that the school will continue to improve. You can help by concentrating in all your lessons and working hard to meet your targets.

I wish you the very best for the future.

Yours sincerely

John Godwood Lead inspector