

The Bawburgh School

Hockering Lane, Bawburgh, Norwich, Norfolk NR9 3LR

Inspection dates

12–13 March 2019

Overall effectiveness	Good
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good
Early years provision	Good
Overall effectiveness at previous inspection	Good

Summary of key findings for parents and pupils

This is a good school

- The school has an effective team where leaders, staff and governors work together well and are committed to continuing to improve the school.
- Leaders are strong in tackling any underperformance of staff. They support and challenge staff appropriately. Leaders use professional development effectively to develop teachers' skills so that the quality of teaching and learning continues to improve rapidly.
- Children in the early years get off to a good start to school. Adults ensure that children have interesting opportunities to learn independently, together and with older pupils in their mixed-aged class.
- Attendance is good because pupils really enjoy coming to school. Leaders quickly address any absences with parents.
- Parental support for the school is high. Parents and carers have confidence in leaders and appreciate the work all staff do to help their children in school.
- Pupils' spiritual, moral, social and cultural development is promoted effectively. As a result, pupils develop their academic and personal skills well. Pupils leave the school well prepared for future learning and life in modern Britain.
- Teaching is not consistently to the same high standard in all classes. Some pupils in key stage 1 are not making as much progress as they are capable of making, particularly in writing.
- The large majority of pupils behave well in lessons and around the school. However, where teaching is less effective, pupils do not focus on their learning as much as they should and learning time is lost.
- A broad curriculum is in place and is being reviewed. Current curriculum plans do not ensure that pupils develop their skills, knowledge and understanding progressively in subjects such as history and science.

Full report

What does the school need to do to improve further?

- Continue to improve the quality of teaching and learning to the same high standard as the best by:
 - providing bespoke support and training for individual staff to develop their skills
 - ensuring that all staff have the same high expectations of pupils as the most effective teachers
 - ensuring that learning time is used effectively in all classes so that pupils do not become distracted or distract others.
- Further develop and refine the curriculum plans by ensuring that:
 - tasks develop pupils' skills, knowledge and understanding progressively over time
 - leaders for subjects other than English and mathematics develop assessment systems further and use these to check that pupils make consistently strong progress in the subject that they are responsible for.

Inspection judgements

Effectiveness of leadership and management

Good

- Leaders, staff and governors work together effectively and are ambitious for all pupils. Leaders responded with vigour to the previous inspection recommendations. They implemented careful plans that addressed areas identified in the report successfully. The headteacher and senior teacher use their complementary skills to good effect. They carry out thorough and regular checks on the quality of teaching and learning and use this information to help themselves and other staff improve the school further.
- Staff are a cohesive team. They respect leaders and appreciate the support that is given to develop their practice. All staff who responded to Ofsted's staff questionnaire said that they feel well supported at the school. Staff said that leaders consider their workload and take steps to minimise this while maintaining high expectations of all.
- Parental support for the school is now high. The previous inspection report identified that some parents were frustrated about how the school communicated with them about changes taking place. In contrast, a number of parents spoken to during the inspection, or who responded to Ofsted's online questionnaire, praised leaders' communication with them. They also praised other aspects of the school. Typical of the comments of many was one parent who said, 'I love the overall school ethos and community feel, encouraged by the school's leadership team.'
- Leaders have been rigorous in addressing any under-performance of staff. They have sought out external consultants to provide expert support and challenge, as well as using in-school expertise to develop teachers' practice further. Leaders have strategically placed teachers to spread expertise and increase teachers' knowledge of different year groups. This has improved the quality of teaching. However, not all teaching is yet of the same high standard.
- Leaders ensure that support for disadvantaged pupils is carefully planned and takes account of pupils' individual barriers to learning. Leaders carefully consider pupils' academic needs as well as their social and emotional needs. They put in place well-tailored support which enables the majority of pupils to make good or exceedingly good progress.
- Support for pupils with special educational needs and/or disabilities (SEND) is provided effectively because leaders check the quality of their provision carefully. Consequently, pupils with SEND make good progress from their starting points and develop increasing independence in learning.
- The physical education (PE) and sport premium is used effectively. Leaders have bought into the local sports partnership and effective support is provided to develop teachers' skills in teaching PE. Pupils now benefit from a wide range of sports activities and have increasing opportunities to take part in sports competitions.
- Leaders promote pupils' spiritual, moral, social and cultural development effectively. The curriculum is enhanced by a wide range of clubs, visits and events. Pupils learn about British values through, for example, the school parliament where pupils take part in elections after making speeches to their classmates. Pupils from the parliament took part in staff interviews drawing up their questions and evaluating candidates' answers.

Leaders are determined to ensure that pupils leaving the school are thoughtful and well-rounded individuals.

- Leaders have ensured that a broad and interesting curriculum is in place which pupils enjoy. Current curriculum plans do not ensure that pupils build on their skills and knowledge over time. Leaders have prioritised developing the curriculum further in the current school development plan.
- Leaders have provided effective support to develop the roles of middle leaders. Subject leaders carry out checks on the quality of teaching and learning in their subjects. They have drawn up sensible plans for developing their subject further including ensuring better progression in developing knowledge and skills. However, this work is not yet completed. Consequently, middle leaders are not able to clearly identify where pupils' progress is strong and where more needs to be done.

Governance of the school

- Governors have responded positively to the previous inspection report which identified the need for them to increase their challenge of leaders. They commissioned a review of governance and acted on its recommendations. They have expanded the size of the governing body, recruiting new governors with appropriate skills to support and challenge leaders more effectively.
- Governors have been more rigorous in their questioning of leaders, for example about pupil performance data. They visit the school frequently with a clear focus which they report on to the full governing body. Consequently, governors now provide the appropriate balance of challenge and support for leaders. Governors check that funding, including funding for disadvantaged pupils and pupils with SEND, is used effectively. They know that the individualised support provided is effective.

Safeguarding

- The arrangements for safeguarding are effective.
- Leaders ensure that all systems and procedures for keeping pupils safe are in place and followed by staff. Checks on staff are carried out in accordance with requirements. Staff training is carried out regularly and is effective. Staff know what to look for that indicates a pupil may be at risk of harm. Staff record their concerns carefully and leaders act on these, liaising with outside agencies when needed. Pupil files are well maintained. Leaders ensure that a strong safeguarding culture exists within the school.
- Pupils know how to keep themselves safe including when online because this is taught regularly. Pupils spoken to during the inspection said that school is a safe place and there is always an adult to speak to if they are worried or upset.

Quality of teaching, learning and assessment

Good

- Teaching is good because teachers know their pupils well and ensure that teaching is typically well matched to pupils' individual needs.

- Teaching in mathematics has improved due to the well-planned and focused support provided within school and from external consultants. Teachers plan work in mathematics that provides appropriate challenge for most pupils. Pupils are given opportunities to talk about their mathematics with each other and explain their thinking. Teachers provide regular opportunities for problem solving and reasoning in mathematics and pupils make good progress.
- Teachers encourage pupils to work collaboratively and this is often effective. For example, during the inspection pupils used talk partners to rehearse their ideas and to extend their learning through questioning each other.
- Teachers ensure that pupils in the early years and Year 1 learn the basics of phonics and use these in their reading and writing. As pupils progress through the school, their reading skills are developed well. Pupils in upper key stage 2, for example, are encouraged to extend their reading skills by explaining how authors have used language to create atmosphere. Effective teaching of reading ensures that pupils make good progress.
- Writing is taught well in most classes. Pupils are encouraged to extend their vocabulary, for example in Years 5 and 6, by looking up unfamiliar words encountered in reading and recording them in their books for use in their writing. Teachers provide good opportunities for writing across the curriculum in most classes. For example, pupils used skills learned in history to write historical diaries. However, in key stage 1 some teachers' expectations of pupils' writing are not high enough. Teachers accept work which is not of the standard that pupils are capable of producing.
- Assessment is used in lessons to identify misconceptions and to plan future work which meets pupils' needs. For example, in mathematics teachers use their assessments to identify pupils who need 'stretch and fix' sessions to quickly pick up areas where pupils have struggled to grasp the concept taught so that they keep up with their peers.
- In subjects such as history and science, pupils are given interesting tasks to extend their knowledge and understanding. Pupils in Years 3 and 4, for example, carry out science experiments such as to explore friction. However, in some classes pupils do not reflect sufficiently on what they have learned from experiments and tasks and so do not build on their prior learning as well as they should.
- Teachers and pupils enjoy positive relationships, which enables learning to progress mostly without disruption. Pupils told the inspector that teachers and other adults support them well but also ensure that they are expected to work hard in lessons. However, where teaching is less effective, pupils sometimes lose interest in their learning, become distracted and distract others.

Personal development, behaviour and welfare

Good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Pupils are confident and articulate because leaders and staff provide plentiful opportunities for pupils to develop their personal skills. Pupils talk often in class, for

example about the importance of developing resilience in learning so that they do not give up when faced with work that is tricky.

- Pupils know right from wrong and take responsibility for their choices and actions. Pupils are given opportunities to learn about the wider world. For example, pupils in Years 5 and 6 were learning about refugees with very strong links between a literacy text, work in geography and work in personal, social, health and economic education (PSHE). Pupils are thoughtful, caring and respectful of others.
- Pupils know what bullying is and what they should do if they encounter it. Those spoken to during the inspection told the inspector that bullying is very rare at The Bawburgh School because 'we are all friends here and get along'. However, pupils were confident that if an issue did arise adults would resolve it swiftly.
- Pupils with SEND or emotional and/or mental health needs are supported well. Leaders have provided counselling for pupils who need this. Pupils are also supported in small group sessions by a trained practitioner to develop their ability to deal with their emotions and this helps improve these pupils' readiness to learn.

Behaviour

- The behaviour of pupils is good.
- Pupils conduct themselves well at playtimes and around the school. At playtimes, pupils play together sensibly. Pupils sit in 'house' groups at lunch with older helping younger ones and a harmonious atmosphere prevails.
- Leaders promote good attendance and take swift action when attendance dips. Leaders meet with parents and discuss the reasons for absence. In the rare cases where attendance does not improve, leaders take appropriate action, liaising with educational welfare officers to ensure that pupils attend regularly.
- Most pupils behave well in lessons. They listen to their teachers, carry out tasks sensibly and work hard.

Outcomes for pupils

Good

- The numbers of pupils in each cohort in the school are small, which means published data can vary from year to year. Nevertheless in 2018, all pupils in Year 6 attained the expected standard in reading and writing and almost all in mathematics. An above-average proportion exceeded this standard. This was an improvement on the previous year and particularly in mathematics. Pupils' progress in reading, writing and mathematics also improved. This reflects the improvements in teaching that have taken place since the previous inspection was carried out. Pupils currently in Year 6 are making strong progress in reading, writing and mathematics because teaching is very effective.
- Similarly, an above-average proportion of Year 2 pupils attained the expected standard in reading, writing and mathematics in 2018. However, the proportion exceeding this standard in writing was lower than in previous years. Some pupils currently in Year 2

are not making the strong progress that they are capable of, particularly in writing, because teachers' expectations are not consistently as high as elsewhere in the school.

- Almost all pupils in Year 1 reached the expected standard in the phonics screening check as was the case in the previous two years. This is because reading is taught effectively.
- In other year groups, pupils currently in the school make good progress in reading, writing and mathematics because teachers carefully match work to pupils' needs. Improvements in the teaching of mathematics have contributed to pupils' improved progress in mathematics across the school.
- Disadvantaged pupils and those with SEND make good progress because the support provided for these pupils is individualised and carefully planned and evaluated.
- In subjects other than English and mathematics, pupils' progress is inconsistent. The planned curriculum does not ensure that pupils make consistent progress over time in some subjects such as history and science. Pupils do not build on their knowledge, skills and understanding over time.

Early years provision

Good

- Children in the early years are very enthusiastic about their learning because adults plan activities which capture children's imagination. They enjoy whole-class sessions with Year 1 pupils and contribute to discussions willingly. Equally, they enjoy tasks specifically planned for them and opportunities to learn independently. Children during the inspection, for example, were keen to follow the bear's footsteps outside and follow this up with activities and writing about their bear hunt.
- Leaders provide a well-organised and engaging learning environment. They make the best of difficult spaces and think creatively about how to use all spaces to maximise learning. For example, a small area had recently been transformed into an area for reflection and celebration of learning.
- The most able Reception-aged children are provided with challenging tasks. Often, they ask to join Year 1 activities to extend their learning, as well as being provided with their own tasks which challenge them appropriately.
- Adults use assessment well to identify key achievements and to plan tasks to develop learning further.
- Children socialise well in the early years class because adults make clear their expectations of how children will behave right from the start. Children share resources sensibly and listen to adults and to each other with respect.
- Additional adults provide good support for children. They support children through adult-led activities and intervene in their independent play to extend learning. Adults ensure that children are safe in the early years. They know all children very well and their individual needs and so provide sensitive and appropriate support.
- Leaders encourage parents to play a full part in helping their children learn. Leaders carry out home visits prior to children starting school. Parents are invited in weekly to look at their children's achievements. Parents are also invited to workshops to learn how they can best support their children at home. Parents spoken to during the

inspection were confident that their children have had a very positive start to school life.

- Leaders are effective in improving provision because they know what is working well and are keen to further improve practice. With a small number of children in the Reception Year, the proportion attaining a good level of development at the end of Reception can vary widely from year to year. Even so, leaders evaluate the outcomes carefully and make considered adjustments where improvements are needed. Changes in teaching and improvements to the curriculum have ensured that currently children in the Reception Year are making strong progress from their starting points.

School details

Unique reference number	120784
Local authority	Norfolk
Inspection number	10053112

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

Type of school	Primary
School category	Maintained
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	107
Appropriate authority	The governing body
Chair	Andrew Walker
Headteacher	Carla Stedman
Telephone number	01603 742 329
Website	www.bawburgh.norfolk.sch.uk/
Email address	head@bawburgh.norfolk.sch.uk
Date of previous inspection	27 February 2018

Information about this school

- The school is a smaller school than is found on average nationally.
- The majority of pupils are White British.
- The proportion of disadvantaged pupils is below average.
- The proportion of pupils with SEND or who are supported by an education, health and care plan is below average.
- Pupils are taught in four mixed-age classes. Early years children are taught alongside some Year 1 pupils.

Information about this inspection

- The inspector observed lessons in all classes with senior leaders.
- The inspector looked at pupils' books, school assessment information, leaders' evaluation of teaching and learning, and a range of school documents.
- The inspector spoke with a small number of parents, took account of 52 responses to the Ofsted questionnaire, Parent View, met with some pupils from Years 4, 5 and 6 and with the school parliament.
- The inspector listened to a small number of pupils read from Year 1 and Year 4.
- The inspector spoke with three members of the governing body with senior leaders, subject leaders and staff. The inspector spoke to a representative from the local authority and met with consultants supporting the school and with the local sports partnership leader.
- Policies and procedures for safeguarding pupils were examined, including mandatory checks made during staff recruitment.

Inspection team

Maria Curry, lead inspector

Her Majesty's Inspector

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