

Bildeston Primary School

Inspection report

Unique Reference Number	124531
Local Authority	Suffolk
Inspection number	359692
Inspection dates	10–11 November 2010
Reporting inspector	Cheryl Thompson

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

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	125
Appropriate authority	The governing body
Chair	Ros Cohen
Headteacher	Andrew Lindsley
Date of previous school inspection	10 September 2007
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Introduction

This inspection was carried out by two additional inspectors. Seven lessons were observed, involving all teachers except one. The work of teaching assistants supporting small groups of pupils and individuals was also observed. Meetings were held with staff, governors, groups of pupils and parents. The inspectors observed the school's work and looked at school evaluation documents, data on pupils' progress, external monitoring reports and development planning. Responses from 45 parental questionnaires were analysed.

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

- Has pupils' progress in mathematics improved to a consistently satisfactory or better level?
- Are the children who made good progress in Reception continuing to do so in Year 1?
- How effectively the school and outside advisers work together to support pupils with special educational needs and/or disabilities?
- Are the new strategies for improving progress sufficiently embedded to sustain improvements?

Information about the school

This is a smaller than average school serving the local area which includes a nearby airbase. Pupils are taught in five mixed age classes. The Early Years Foundation Stage children are taught in a mixed Reception/Key Stage 1 class. At the time of the inspection there were 18 children in the Early Years Foundation Stage some attending part-time and some full-time. All children start school in September and depending on birth date, either attend full- or part-time for a while.

Almost all pupils are of White British heritage. There is an above average proportion of pupils with special educational needs and/or disabilities. A small number of pupils are in the care of the local authority. The proportion of pupils known to be eligible for free school meals is below average.

The school has attained National Healthy School status.

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

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

3

The school's capacity for sustained improvement

3

Main findings

Bildeston Primary provides a satisfactory education for its pupils. Its effectiveness is improving and it has considerable strengths in its provision for pupils' personal development.

Since the last inspection, pupils' progress had declined, especially in mathematics. Pupils were not making sufficient gains in learning from the end of Year 2 to the end of Year 6. Recently introduced strategies, such as termly pupil progress meetings, have had a good impact. Pupils' current progress is satisfactory in English, mathematics and science.

Pupils say they really enjoy topic work which links subjects to make learning interesting. Topic themes are planned well but monitoring of the curriculum is not sufficiently focused on ensuring pupils in the same year group but in different classes have similar opportunities for learning. For example, Year 1 pupils in the Early Years Foundation Stage/Year 1 class do not always have similar opportunities to those of their year group in the mixed Year 1 and 2 class and this slows their progress. Strong links with local schools have a positive impact on teachers' professional development as well as wider opportunities for pupils to enjoy such as a range of sports and science days.

Children in the Early Years Foundation Stage have a satisfactory start to school although the quality of teaching in the mixed Reception and Year 1 class is inconsistent. Strategies for improvement have been put in place but there has not been enough rigorous monitoring to ensure that these have been implemented.

Good systems identify groups or individuals who are vulnerable due to their circumstances. Pupils are known well so any unhappiness or uncharacteristic behaviour is noted quickly and something done. Pupils are confident that they are safe at school and have a good idea of how to keep themselves fit and healthy.

Pupils who have the highest level of special educational needs and/or disability and those in local authority care receive good care and support. They make good progress because work and support are planned jointly with outside agencies to match their needs.

Teaching is satisfactory. Teachers' expertise in precise assessment is developing well. However, they are not routinely using this information to plan work to challenge pupils and teach at a brisk pace. Pupils' work is marked but there is inconsistency in the usefulness of this marking in helping pupils understand what they need to do to improve.

Behaviour is good and, on occasions, outstanding in the older year groups. The great majority of older pupils have well-developed social skills and good manners. They enjoy taking on a wide range of responsibilities around the school.

Links with parents and carers are good. For example, parents are well supported in helping their children at home with topic work. The school's website containing up-to-date

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information is appreciated by parents, especially to know the work their children are covering.

The capacity for sustained improvement is satisfactory. The headteacher, governors and two deputy headteachers have a satisfactory understanding of the strengths and weaknesses in the school's provision. There is a good system for tracking pupils' progress but, on occasions, targets for individuals are not yet sufficiently aspirational.

What does the school need to do to improve further?

- Improve teaching and pupils' rate of learning to a consistently good level by:
 - using a common planning format which always identifies work for pupils of differing abilities
 - increasing the pace and challenge in lessons and keeping a profitable balance between teacher input and time for pupils to work
 - making explicit in marking what pupils need to do to improve their work and providing them with time to do this
 - setting more challenging targets for individual pupils
 - rigorous and regular monitoring to ensure consistent high standards of planning and delivery of lessons, throughout the school.
- Improve the provision for the Early Years Foundation Stage children by:
 - ensuring consistency in teaching, planning and expectations for behaviour and learning
 - providing the Early Years Foundation Stage leader with time to monitor rigorously to ensure improvement.
- Improve curriculum provision for Year 1 pupils in the mixed Early Years Foundation Stage and Year 1 class by:
 - ensuring planning for Year 1 is explicit and allows them to have similar opportunities to their peers in the Year1/2 class
 - monitoring regularly and rigorously by the senior team to ensure equality of provision.
- About 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Outcomes for individuals and groups of pupils

3

As there are relatively small numbers in each year group, attainment on entry to Reception can vary considerably from year to year but, over time, it is generally around that expected. Attainment by the end of Year 6 varies similarly, but is broadly average.

Pupils' progress and achievement are satisfactory as they move from Reception to Year 6. School data indicates that progress has improved considerably in mathematics since the previous year and is now broadly average. Pupils with special educational needs and/or disabilities make satisfactory progress as a whole, though strong support has made a

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particular difference to some individuals, resulting in more rapid learning. More able pupils make satisfactory progress, though occasionally their pace of work drops in lessons when tasks lack challenge.

Pupils enjoy learning. During the inspection, in an outstanding lesson for Year 3 and 4, pupils demonstrated excellent levels of concentration while constructing a bar graph with lollipop sticks. A good deal of learning was consolidated then extended such as measuring carefully and handling saws sensibly. Pupils can explain why a bar graph is useful for showing information and why it is important to measure accurately. In a science lesson for Year 6, pupils worked at a brisk pace to make spinners and use stop watches to time their descent. They showed considerable maturity when taking turns and helping each other within groups. They used stop watches accurately to time the spinners and began to understand the usefulness of measuring to a tenth of a second.

Pupils' personal development is good. Pupils say they like school and demonstrate this with their above average attendance. As one pupil said, 'The teachers are nice and we have lots of friends'. They have well-developed social skills but limited understanding of cultures other than their own. Older pupils take pride in being members of the Team Forum and think that they make a difference to the school. Pupils also take responsibility for teaching road safety to the younger children and organising fundraising activities for several national charities. They have a satisfactory understanding of their personal targets and what they have to do to improve further.

These are the grades for pupils' outcomes

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

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How effective is the provision?

Teachers manage their classes well so that pupils are keen to work hard. Key strengths are the good relationships in classes and the effective deployment of skilled teaching assistants. Teachers make good use of interactive whiteboards to reinforce learning. In outstanding lessons, there is a high level of challenge and productive balance between teachers talking and giving pupils time to work. These lessons move at a brisk pace. More typically, however, the pace is slower and on occasions pupils sit too long listening to lesson introductions. Teachers are beginning to use precise assessment to plan future lessons but on occasions these lessons lack challenge, especially for the more able pupils.

There are many good elements to the school's curriculum, especially the group work for pupils with special educational needs and/or disabilities. It provides a good balance of relevant and interesting themes which are further enriched by a good range of visits and clubs. Sports partnerships and the willingness of staff to run a good range of clubs have a significant impact on pupils' enthusiasm for sport and practical activities. The reason that curriculum provision is judged as satisfactory is that there has been insufficient monitoring to ensure equality of opportunities for pupils of the same year group in different classes. Currently, Year 1 pupils in different classes are not always having the same opportunities.

The school has good systems for identifying and catering for pupils who are vulnerable due to their circumstances. Strong links with specialist teachers or speech and language therapists are effective in helping teaching assistants develop their knowledge of specific methods to help pupils with a high level of need. Transition arrangements for children starting and leaving school and for when they change class are good and appreciated by staff, parents and pupils.

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	2

How effective are leadership and management?

The headteacher and governing body are keen to promote a welcoming and inclusive school where pupils develop as responsible young people and feel safe. In these respects the school is very successful. The school's links with parents and carers are productive, especially in supporting homework. The senior team undertake a programme of lesson observations and looking at pupils' work. However, this monitoring has not been rigorous enough to enable the team to reflect on their findings and prioritise areas, especially in teaching, to accelerate pupils' progress and raise standards.

School development planning is comprehensive. This planning recognises that pupils' progress needs to improve, but does not consistently include clear targets against which

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the school can easily measure its success. Recent initiatives such as termly progress meetings with class teachers are beginning to have a good impact and have halted the decline in pupils' progress. Equality of opportunity is promoted satisfactorily overall and is good for pupils with special educational needs and/or disabilities. A range of groups led by teaching assistants provides support for pupils needing a little extra help to catch up, and gifted and talented pupils have opportunities to work with others when joint activities are planned with nearby schools.

The school promotes community cohesion within its own and local community very successfully. It has not yet done enough to develop wider links across the United Kingdom, but has made links with a school in Uganda. Safeguarding procedures are satisfactory, updated regularly and known by all.

Governance is satisfactory. Under astute leadership of the Chair, the governing body is developing a very good understanding of roles and responsibilities. It is well informed of the school's strengths but has yet to make an impact on challenging the school to do even better.

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	2
The effectiveness of partnerships in promoting learning and well-being	2
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	3

Early Years Foundation Stage

Children like coming to school and have formed good friendships. Relationships between children and staff are good. Children trust staff and say they feel safe. Their welfare needs are suitably met. Children soon learn routines for snack time and break times.

The quantity and quality of resources are good. There is a suitable range of activities available in the classroom and outside. These activities reflect children's interests. Differences in planning and in expectations during the school week mean that children are uncertain about how they should behave. When planning is good, there is clear picture of

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what it is children are expected to learn from undertaking activities, but this is not achieved consistently. Plans do not always show clearly what children at different stages of development are expected to learn. The teaching of letter sounds and basic letter formation is satisfactory. For example, children had great fun and reinforced their learning successfully when using chalk to write simple words such as 'it', 'is' and 'in' on the paving slabs. The use of precise assessment to pinpoint what a child already knows and needs to know next is satisfactory.

Children who have special educational needs and/or disabilities are fully included in all the activities and have appropriate support. Parents are pleased with the provision and information about the school and say that their children are helped to settle quickly. They appreciate the opportunities for their child to visit the school several times before starting in the class. The Early Years Foundation Stage is satisfactorily led and managed by one of the deputy headteachers. She has a very clear understanding of the areas to improve but, as yet, has had little time to monitor rigorously to ensure that advice and support provided have been used profitably. Consequently, identified weaknesses are not improving at a good rate.

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

Just over a third of parents and carers returned the questionnaire and almost all agreed that they were happy with their child's experience at Bildeston. Parents spoken with said they found the school's website very easy to use and very informative. Two main concerns raised by a few parents or carers were that the school does not deal effectively with unacceptable behaviour and that the school is not led and managed effectively. These concerns were followed up during the inspection. Behaviour was investigated in a range of ways and judged good. The leadership and management too were investigated similarly and judged satisfactory.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Bildeston 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 45 completed questionnaires by the end of the on-site inspection. In total, there are 125 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	15	33	28	62	2	4	0	0
The school keeps my child safe	19	42	26	58	0	0	0	0
My school informs me about my child's progress	16	36	29	64	0	0	0	0
My child is making enough progress at this school	16	36	28	62	1	2	0	0
The teaching is good at this school	20	44	24	53	1	2	0	0
The school helps me to support my child's learning	14	31	30	67	1	2	0	0
The school helps my child to have a healthy lifestyle	16	36	28	62	1	2	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)	18	40	21	47	1	2	0	0
The school meets my child's particular needs	15	33	27	60	1	2	0	0
The school deals effectively with unacceptable behaviour	15	33	22	49	6	13	1	2
The school takes account of my suggestions and concerns	15	33	23	51	2	4	0	0
The school is led and managed effectively	6	13	29	64	5	11	0	0
Overall, I am happy with my child's experience at this school	15	33	28	62	1	2	0	0

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 all 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

	Overall effectiveness judgement (percentage of schools)			
Type of school	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

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 are for the period 1 September 2009 to 31 March 2010 and are the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn and spring terms 2009/10 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 pupils' 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.



12 November 2010

Dear Pupils

Inspection of Bildeston Primary School, Ipswich, IP7 7EU

Thank you for welcoming me to your school and for sharing your thoughts and ideas about it. This helped to make the judgements about your school, which is providing you with a satisfactory education. These are the things that were the best:

- you enjoy school and feel happy and safe
- your behaviour is good and you work and play together very happily
- you are well looked after, particularly those of you who have particular needs
- the school works effectively with your parents and special helpers to make sure your education is successful.

There are some key areas where the school can improve. I have asked your headteacher, senior teachers and governors to:

- help you to make even better progress from your start in school to Year 6
- make sure that teaching is always at least good, and that your teachers tell you how to improve your work
- make sure that the teachers for the Early Years Foundation Stage plan in the same way and set the same expectations for the children's behaviour and learning
- make sure that the Year 1 always have the chance to do similar things.

You already make a good contribution to the life of the school. You are positive about learning and I was impressed with your good manners and how welcoming you are to visitors. You can help the school improve by reading teachers' marking and comments about your work, and trying hard to implement their advice.

Thank you again for your help and all good wishes for your continued success.

Yours sincerely

Cheryl Thompson

Lead inspector

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