

St Edmund's Catholic Primary School

Inspection report

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|--------------------------------|-----------------|
| Unique reference number | 124779 |
| Local authority | Suffolk |
| Inspection number | 380981 |
| Inspection dates | 28–29 June 2012 |
| Lead inspector | George Logan |

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

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| Type of school | Primary |
| School category | Voluntary aided |
| Age range of pupils | 4–11 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 106 |
| Appropriate authority | The governing body |
| Chair | Clare Valori |
| Headteacher | Maria Uragallo (Executive headteacher) |
| Date of previous school inspection | 20 November 2007 |
| School address | St Mary's Street Bungay NR35 1AY |
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Introduction

Inspection team

George Logan

Additional Inspector

This inspection was carried out with two days' notice. The inspector spent approximately four hours observing teaching and learning in eight lessons taught by four different members of staff. He held meetings with the Chair of the Governing Body and three other governors, and with staff and two groups of pupils. The inspector took account of the responses to the on-line questionnaire (Parent View) in planning the inspection, observed the school's work, and looked at school documentation, including records of the monitoring of teaching, the main school improvement plan, records relating to safeguarding and extracts from the school's tracking of pupils' progress. A scrutiny of pupils' written work was also undertaken and the inspector listened to pupils reading. The inspector analysed 86 questionnaires returned by parents and carers, together with 11 questionnaires from staff and 55 from pupils.

Information about the school

St Edmund's Catholic Primary School is smaller than the average-sized primary school. Most pupils are of White British heritage. A few pupils speak English as an additional language, but none of these are at an early stage of learning English. The proportion of disabled pupils and those who have special educational needs, including those supported by school action plus and with a statement of special educational needs, is below average. The proportion of pupils known to be eligible for free school meals is low. The school meets the current government floor standards, which sets the minimum expectations for pupils' attainment and progress. The school has gained a number of awards, including Healthy School status. Pupils are taught in four classes, all of which contain pupils from two year groups, apart from the Reception class.

From September 2009, St Edmund's, together with St Benet's Catholic Primary, Beccles, a school sited seven miles away, became The Federation of Catholic Schools of the Waveney Valley. This was made a hard federation in September 2010 with a single governing body and an executive headteacher running both schools. The present executive headteacher took up her post in March 2011.

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 | 3 |
| Achievement of pupils | 3 |
| Quality of teaching | 3 |
| Behaviour and safety of pupils | 2 |
| Leadership and management | 3 |

Key findings

- This is a satisfactory school. While overall attainment remains broadly average, pupils are now making faster progress in English. The school is not yet good overall because some inconsistencies in achievement and teaching have still to be resolved. Schools whose effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.
- Children in the Early Years Foundation Stage make satisfactory progress. Pupils' progress in Years 1 and 2 is satisfactory and attainment at the end of Year 2 is broadly average. Progress in Years 3 to 6 has been variable, although typically better in English than mathematics. Attainment in mathematics lags behind English at present. Disabled pupils and those who have special educational needs make satisfactory progress.
- Teaching is satisfactory overall and there is some good teaching. Teachers have high expectations of pupils' behaviour. While teachers know their pupils and their academic needs very well, some aspects of assessment are under-developed and this has an impact on pupils' progress. Teachers' marking does not always give specific guidance as to the next steps in pupils' learning.
- Behaviour, safety and pupils' personal development are good. Pupils have very positive attitudes towards their learning. Provision for pupils' welfare is good and they feel very safe. Incidents of poor behaviour are rare. Attendance is above average.
- Leadership and management are satisfactory. A number of actions have enabled the school to manage performance increasingly well. It has introduced a robust system for evaluating pupils' progress and outcomes. Opportunities for staff to access professional development have increased, while the leadership and monitoring of teaching has become more effective. School development planning identifies appropriate key priorities. Governance is satisfactory, although neither the federated governing body nor subject leaders undertake

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sufficiently rigorous monitoring of the school's work and pupils' outcomes.

What does the school need to do to improve further?

- Build upon existing initiatives to accelerate progress and raise attainment in mathematics by the end of Year 6 by:
 - ensuring that teaching constantly challenges pupils so that they learn at a brisk pace
 - embedding recent initiatives to make mathematics teaching more relevant to pupils' experiences, interest and understanding
 - make more effective use of the recently introduced tracking system, and intervene rapidly when the pace of progress flags.
- Increase the proportion of good or better teaching across the curriculum to over 75% by July 2013, through:
 - more accurate analysis of information relating to pupils' current knowledge and understanding
 - ensuring pupils are consistently challenged by the level of work
 - more informative marking of pupils' work to support improved outcomes
 - setting higher expectations for the quality and presentation of pupils' written work.
- Improve further the leadership and management of the school by ensuring that:
 - subject leaders have more opportunities to influence the development of their subject and to evaluate the quality of pupils' work
 - the governing body provides more effective challenge for school leaders.

Main report

Achievement of pupils

Achievement is satisfactory. Children's attainment on entry to Reception, while broadly as expected in most areas, is less secure in reading and writing.

Improvements to teaching, assessment and the learning environment are ensuring that Reception children make satisfactory progress, and the school is working effectively to improve provision further.

Parents and carers are generally happy with the progress their children make. Pupils make satisfactory progress in Years 1 and 2, so that attainment in reading, writing and mathematics by the end of Year 2 is broadly average, with a sustained trend of improvement in writing. In Years 3 to 6, progress is satisfactory over time, leading to average standards at the end of Year 6. However, progress in English is more rapid than in mathematics. Attainment and progress in reading are improving steadily, so that attainment in reading by the end of Year 6 is now above average. Pupils' knowledge of phonics (linking sounds and letters) has increased as a result of intensive daily sessions for younger pupils, supplemented by regular guided reading

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lessons for older pupils. Recent external support from a specialist mathematics teacher has centred on helping teachers to ensure that mathematics is firmly based on real-life scenarios.

In lessons, the pace of learning is a little slow at times, especially in mathematics, and the level of challenge is not always high enough. Not enough is expected of the quality of pupils' written work. Introductions to lessons can be over-lengthy. In one mathematics lesson, progress was constrained because the objectives were not clear enough and the line of development of pupils' learning was not sufficiently well defined. However, where teachers bring significant subject expertise, and define very specific points for learning, as in an athletics session in Years 3 and 4 and a very sharply focused mathematics lesson in the same class, progress is particularly brisk. Good awareness of the needs of disabled pupils and those with special educational needs, and the deployment of skilled teaching assistants, ensure that these pupils make at least satisfactory progress.

Quality of teaching

The quality of teaching is satisfactory. Parents, carers and pupils, feel that teaching is mostly good and several good lessons were observed. However, the impact of teaching over time has been variable, leading to inconsistencies in progress and outcomes.

In general, where teachers have a consistent focus on raising attainment, activities are subtly pitched to match and challenge the needs of different year and ability groups. Recently, increased opportunities for professional development and a more rigorous approach to assessment are ensuring that pupils are making better progress. New approaches to the teaching of mathematics are, for example, motivating pupils successfully. Teachers promote pupils' spiritual, moral, social and cultural development well. They encourage cooperative working, alongside good opportunities for independent learning. The teaching of phonics is supported by a satisfactory range of activities accurately matched to individual needs. In a particularly successful mathematics lesson in Years 3 and 4, pupils were learning to solve mathematical problems through the flexible use of multiplication and division strategies. The lesson had a brisk pace and the teacher engaged pupils' enthusiasm well, linking each problem to different-sized Olympic crews. Expectations of the quality and presentation of pupils' written work are not always high enough. The teaching of disabled pupils and those who have special educational needs is satisfactory. Teaching assistants are well prepared and proactive and readily give their time for additional specialist training. Most have a positive impact upon pupils' learning, particularly those with disabilities or who have identified special educational needs.

Until recently, the embedding of assessment strategies, including self-assessment by pupils and the use of individual targets, had been limited. The introduction of a comprehensive tracking system, alongside pupil progress meetings, has been a significant development, although staff are just now getting to grips with

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interpretation of the data generated. Recent input has helped to ensure the accuracy of assessment in the Early Years Foundation Stage. Individual pupil targets are now mostly in place and pupils understand what these are. However, their implementation, and impact, remain inconsistent. The marking of pupils' written work does not always identify the next steps in learning. The school is working to develop pupils' skills in the evaluation of their own work and that of others.

Behaviour and safety of pupils

Pupils' behaviour and safety are good. This view is shared by the vast majority of parents, carers and pupils. Pupils are consistently polite, purposeful and mature in their responses. Relationships between adults and pupils are very positive, pupils are well engaged in their learning and there is a very positive community spirit. Pupils are well-motivated learners who are keen to do their best. Their positive attitudes are evident in lessons, where little time is wasted, particularly for the older pupils. They are consistently attentive, are keen to offer their ideas and to undertake open-ended research tasks. Behaviour in lessons and around the school is good, with few recorded incidents. Where isolated issues occur, they are managed effectively. The buddy system contributes strongly to close friendships and the sense of social cohesion across the school. Incidents of racist behaviour, or exclusions, are almost unknown.

Almost all pupils say that they feel safe. There are no recent reports of bullying of any type. Pupils are well aware that bullying may take different forms and are clear, for example, about the inappropriateness of name-calling and prejudice-based bullying. They have a well-established understanding of risk, including internet safety, road and personal safety. Attendance is above average. Effective systems ensure that pupils arrive at school punctually.

Leadership and management

Leadership and management are satisfactory. Prior to federation, the school had experienced frequent changes in leadership so that many educational developments were either not embraced or not effectively sustained. Much has been achieved in the last year, however, and the executive headteacher and deputy headteacher have successfully united the two school communities of the federation. There are increasingly positive links between staff from the two schools, who share resources and expertise.

Through rigorous self-evaluation, the senior leadership team and governing body have a focused and accurate view of the school's key priorities. The headteacher has initiated several crucial actions to bring about improvement. These include tackling underperformance in mathematics and addressing the previous lack of professional development opportunities for staff. Work has been done to accelerate the pace of improvement in Early Years Foundation Stage provision, and more rigorous monitoring and assessment systems have been introduced. The impact of improvements is now evident in these key areas, so that pupils' progress is

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accelerating. The issues from the last inspection have, in most respects, been successfully tackled and the school demonstrates capacity for further improvement. The headteacher is ably supported by a well-established team of staff who readily take on additional responsibilities in order to improve provision. Improved monitoring of teaching and learning is ensuring that the proportion of good or better teaching is increasing. That said, key subject leaders have limited opportunity to discharge their responsibilities effectively. The management of performance is satisfactory. Training opportunities have improved as a result of the federation, ensuring that staff are increasingly well prepared to meet the range of pupils' needs. Joint professional development is having a positive impact, for example, in raising attainment in mathematics. Training has also contributed to the effectiveness of teaching assistants.

Parents and carers feel that school leaders and staff effectively promote pupils' personal development and well-being, and inspection findings support this view. School leaders and the governing body ensure that safeguarding arrangements meet current requirements. The school actively tackles discrimination and is committed to promoting equality. Arrangements for the support of disabled pupils and those with special educational needs are monitored closely.

The curriculum has improved, offering activities which enhance pupils' basic skills and engage their interest, such as the recent project on wind turbines in Years 5 and 6. Better-planned and organised outdoor activities are making a more effective contribution to the learning of children in the Early Years Foundation Stage. This revised curriculum provides a satisfactory framework within which to drive up standards. The school effectively promotes pupils' spiritual, moral and social development. There is some support for cultural development through links with a school in Canada, although pupils' awareness of cultural diversity remains relatively limited.

The governing body is very effective in the day-to-day management of school affairs. It has a realistic view of the school's context and actively supports its work. However, members of the governing body remain over-reliant on the school's interpretation of academic performance. They do not yet sufficiently challenge leaders to demonstrate success in promptly addressing any areas of underperformance.

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

| Type of school | Overall effectiveness judgement (percentage of schools) | | | |
|----------------------|---|------|--------------|------------|
| | Outstanding | Good | Satisfactory | Inadequate |
| Nursery schools | 54 | 42 | 2 | 2 |
| Primary schools | 14 | 49 | 32 | 6 |
| Secondary schools | 20 | 39 | 34 | 7 |
| Special schools | 33 | 45 | 20 | 3 |
| Pupil referral units | 9 | 55 | 28 | 8 |
| All schools | 16 | 47 | 31 | 6 |

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September to 31 December 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

Common terminology used by inspectors

| | |
|----------------------------|---|
| Achievement: | the progress and success of a pupil in their learning and development taking account of their attainment. |
| Attainment: | the standard of the pupils' work shown by test and examination results and in lessons. |
| Attendance: | the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance. |
| Behaviour: | how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school. |
| Capacity to improve: | the proven ability of the school to continue improving based on its self-evaluation and what the school has accomplished so far and on the quality of its systems to maintain improvement. |
| Floor standards: | the national minimum expectation of attainment and progression measures. |
| Leadership and management: | the contribution of all the staff with responsibilities, not just the governors and 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: | inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. |
| 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. |
| Safety: | how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning. |

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.

2 July 2012

Dear Pupils



Inspection of St Edmund's Catholic Primary School, Bungay, NR35 1AY

Thank you for making me welcome when I visited your school. I enjoyed meeting you, spending time in lessons and hearing your views. Thank you to those who completed the questionnaire. I found that while St Edmund's is a satisfactory school, it has some good features.

- Overall, you make satisfactory progress. However, you are now learning more rapidly and making up lost ground. Attainment is broadly average.
- The school provides satisfactorily for pupils who are disabled or who have special educational needs.
- Progress in Reception is satisfactory and most children have the expected skills in reading, writing and mathematics when they enter Year 1.
- Teaching is satisfactory, although you learn well in many lessons.
- You have positive views about school, good attitudes to learning and behave well. Attendance is above average.
- Senior leaders are working hard to ensure that the school is challenging and rewarding for you.

To help you to do better, we have asked the school to:

- ensure that you make more rapid progress in mathematics so that standards rise by the end of Year 6
- make sure that teachers are clear about what you need to do to improve your work and that the marking of your work gives you clear points for improvement
- ensure that subject leaders have the opportunity to develop their subjects and that governors keep a close eye on the progress you make.

All of you can help by continuing to work hard and doing your best. We hope that you will have every success in the future.

Yours sincerely

George Logan
Lead inspector

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