

The Albert Pye Community Primary School

Frederick's Road, Beccles, NR34 9UL

Inspection dates 5–6 June 2013

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Leaders at all levels are ambitious for the school and plan actions that are improving teaching and learning.
- The governing body supports and challenges school leaders in order to improve outcomes for pupils.
- All staff work well together in order to make an effective team that is bringing about improvements.
- Training for staff is helping to improve the quality of teaching, including the use of teaching assistants.
- Most pupils are making good progress because they are taught well.
- Teaching is consistently good and some of it is outstanding.
- Pupils' behaviour around the school, and their attitude to learning in lessons, is outstanding.
- The school promotes pupils' spiritual, moral, social and cultural development extremely well.

It is not yet an outstanding school because

- Not all pupils are challenged enough in lessons in order to help them make rapid progress.
- Teachers' marking does not consistently help pupils to know how well they have done and teachers do not give them enough time to respond to comments.
- Leaders in key subjects such as English and mathematics have not yet had time to be effective in their roles. This includes monitoring and evaluating their areas of responsibility.
- Attainment and rates of progress at Key Stage 1 require improvement because attainment is average and pupils do not make better than expected progress.

Information about this inspection

- Inspectors observed 18 lessons, four of which were joint lesson observations with senior leaders.
- Inspectors looked at pupils' work and listened to a sample of pupils from Years 1, 2 and 6 read.
- Meetings were held with pupils, a representative from the local authority and school staff, including senior leaders and subject leaders. A meeting was also held with five members of the Governing Body, including the Chair.
- School documents were examined, including those relating to safeguarding arrangements, information on pupils' achievement, headteacher reports, newsletters from the governing body and school improvement planning.
- Inspectors took account of the views of 53 parents through the Parent View website. The views of staff were looked at through 20 staff questionnaires.

Inspection team

Peter Lacey-Hastings, Lead inspector	Additional Inspector
Edwin Powell	Additional Inspector
Isobel Randall	Additional Inspector

Full report

Information about this school

- Albert Pye Community Primary School is larger than the average primary school. It has recently undergone a change to become an all-through primary school and, this year, has its first group of Year 6 pupils.
- The school is federated with Ravensmere Infant School. There is a single governing body for both schools.
- The Early Years Foundation Stage provision includes a Nursery that caters for three to four year-olds each morning and each afternoon.
- The proportion of disabled pupils and those who have special educational needs supported through school action is slightly above average. The proportion of pupils supported at school action plus or with a statement of special educational needs is below average.
- The proportion of pupils known to be eligible for the pupil premium is average. This is additional funding to support pupils known to be eligible for free school meals, those in local authority care and those from families in the armed services.
- The very large majority of pupils are from White British backgrounds.
- A very few pupils receive some of their education through other settings. This includes attending The Warren Special School and receiving support each week from staff at Ashley Special School.

What does the school need to do to improve further?

- Improve teaching so that more of it is outstanding, especially at Key Stage 1 by:
 - making sure that all pupils are challenged in lessons so that they make rapid progress
 - using marking to help pupils consistently know what they need to do to improve their work and have time to respond to teachers' comments.
- Increase rates of progress in writing and mathematics by:
 - increasing the role of new subject leaders so they monitor and evaluate their areas of responsibility.

Inspection judgements

The achievement of pupils is good

- Children join the school with skills levels that are below those expected for their age. Their skills are higher in their personal, social and emotional development, and in their physical development. Their communication and language skills are lower than in other areas of learning.
- During their time in the Early Years Foundation Stage, children make good progress so that by the time they finish the Reception Year their attainment is average. Girls make better progress than boys, especially in their writing.
- In the past, pupils' attainment at Key Stage 1 has been above average. For the past two years attainment has been average. This is because teaching has not been able to keep attainment above average. Last year attainment was higher in mathematics than in reading or writing.
- Pupils at Key Stage 1 are making expected progress across all subjects. They make quicker progress in their reading and slower progress in their writing. This is because the teaching of reading is well planned and small-group work helps all pupils make good progress.
- Last year in Year 1 the proportion of pupils who passed the phonics reading check was similar to other pupils nationally. The proportion of pupils who reached the higher level in mathematics at the end of Year 2 was higher than other pupils nationally.
- At Key Stage 2 pupils' attainment is above average and they are making good progress. This year progress has been good across all year groups and subjects. Pupils make quicker progress in reading, but progress in mathematics is becoming quicker than it has been in the past. This is because actions by leaders have been effective in improving the teaching of mathematics.
- In reading pupils have books that are well matched to their abilities. Pupils are able to apply their phonics skills (linking letters with sounds). They also use a range of reading skills in order to get meaning from what they read. Older pupils read with fluency and are able to discuss why they choose particular kinds of book.
- Disabled pupils and those who have special educational needs make similar good progress to other pupils. The few pupils who receive support from other settings or who attend other settings also make good progress.
- Pupils who are eligible for the pupil premium make good progress. The attainment of these pupils at Key Stage 1 last year was higher than other pupils in the school and higher than other pupils nationally.
- Across the school, pupils known to be eligible for the pupil premium made quicker progress in mathematics than other pupils. In English they made similar progress. No judgement is possible about the differences in their attainment with other pupils at Key Stage 2 as the school has not yet had a Year 6 take the national tests.

The quality of teaching is good

- In better lessons all pupils have their learning extended and enjoy being challenged. Work in these lessons is planned and matched carefully to meet the needs of different ability groups and

individuals.

- Pupils have a very positive attitude to learning because lessons are interesting and enthuse them to do their best. This is because lessons are well planned and work matches pupils' different abilities.
- Independence in learning is encouraged across the school and teachers expect pupils to be able to extend their learning on their own. Pupils enjoy this and apply themselves well to the task at hand.
- Lessons are effectively taught so pupils know clearly what they have to do and how they will be able to show they are making progress. Sometimes not all pupils are challenged enough and are not always given tasks they are capable of.
- Marking is done regularly and gives pupils feedback on how well they have performed. However, it does not always give pupils clear enough guidance on what their next steps in learning are. Pupils do not have enough opportunity to respond to marking.
- Some marking helps pupils know whether they have tried hard and it lets the reader know whether the pupil has worked independently or enjoyed the activity. Marking for some of the younger pupils is not directed enough at the pupils themselves. As a result, pupils do not always get a clear idea about what they need to do to improve their work.
- Teachers use questioning effectively to help pupils explain and explore their thinking. This helps to challenge them and is carefully matched to pupils' different learning needs.
- Other adults are used well across the school, both in whole classes and for intervention groups, such as in mathematics. These intervention groups, as well as support for individuals, are well planned and take account of pupils' particular needs.
- A very few pupils either attend other settings or receive support from other settings. They are well supported because the school accurately assesses their needs and carefully plans their learning programmes. As a result they make good progress.

The behaviour and safety of pupils are outstanding

- The behaviour of pupils at Albert Pye Primary School is a strength. Around the school and in lessons pupils are courteous and polite. There are very good relationships between pupils and staff, who set a good example that pupils follow.
- Pupils' attitudes to learning in lessons are exemplary. Low-level disruption is very rare and the high expectations that teachers have means that pupils' are always focused on their learning.
- In the playground, along corridors, during lessons and in assembly pupils show respect and good manners to each other and to adults. They are also enthusiastic on the playground, participating in assembly or when learning during lessons.
- Pupils all say they feel safe at school. They understand school rules and can understand why they cannot go to certain areas such as beyond the path in the playground. They have a good understanding of what bullying means and they know there are adults who they feel happy to talk to if they are worried.

- They have a strong awareness of different kinds of bullying, including how they can keep themselves safe on the internet or when using mobile phones. They are also aware of prejudiced-based bullying such as racism.
- Attendance is close to the national average. Exclusions are low and the school is effective at ensuring those with challenging behaviour or with emotional needs are well managed. For example, a nurture group at lunchtimes helps pupils receive close care and monitoring, and helps staff to get to know the pupils well.
- Most parents agree that behaviour in the school is good and most staff strongly agree that behaviour is good.

The leadership and management are good

- Leaders at all levels work effectively together, know the school well and are ambitious for the school to improve. Roles and responsibilities are now well defined and strengths within the staff are used well. However, new leaders have not had time to bring about further improvements in their areas of responsibility.
- Self-evaluation is robust and accurate. This is used to plan actions that rightly focus on key areas of school improvement such as teaching and pupils' achievement. These actions have brought about quicker rates of progress for pupils, especially at Key Stage 2.
- Performance targets are used to improve teaching and these are linked closely to pupils' achievement, the national 'Teachers' Standards' and pay progression. Teachers are also accountable through meetings, such as meetings about pupils' progress that link teaching to learning outcomes.
- There is also a wide range of training that is helping to improve teaching. This is well led by the headteacher who is determined that staff receive high quality training. This includes joint training between teachers and teaching assistants, and training courses at nationally known providers.
- Partnerships are used effectively to bring about improvements through training and advice. The partnership with the local authority has helped the school through a time of change, including providing training, advice and finance. Expertise within the federation is also helping to bring about improvements, such as training on the teaching of reading.
- A very large majority of parents and carers think that the school is well led and managed. Staff also agree that the school is well led and managed, and most of them strongly agree.
- Subjects are taught through themes and topics such as Space, Africa, Minibeasts and Iron Man. This helps pupils to develop skills and understanding across different subjects. For example, in a Year 3 lesson on poetry, pupils wrote similes about planets that linked to their topic on Space.
- Other activities and clubs also help pupils to improve their skills and understanding. There is a strong sporting ethos, such as the school's netball team reaching the county finals and rounders' teams coming first and second in a local competition. Other clubs include film, performing arts, comic club, drumming and dance.

■ Opportunities for pupils' spiritual, moral, social and cultural development are outstanding. For example, they learn about festivals from other cultures such as Diwali and Chinese New Year. Pupils are also active in raising money for their chosen charities, such as in Africa. Trips to London and to Paris help pupils directly contrast their own lives with the lives of others.

■ Safeguarding requirements are met such as checks on adults working with pupils.

■ **The governance of the school:**

– The governing body works closely with the headteacher, staff and pupils. It knows about the quality of teaching and pupils' achievement very well and members of the governing body frequently visit the school. It is ambitious for the school to improve and is active in trying to make this happen. Members of the governing body contribute to the school's self-evaluation and accurately know the areas for improvement. They make sure that the headteacher is accountable by linking performance targets to pupils' achievement and pay progression. They know what is being done to tackle any underperformance. They also seek further clarification and information when they judge this is needed. For example, they asked the headteacher to provide greater detail on the monitoring of the quality of teaching. They work closely with pupils and with parents. For example, following a survey bullying was highlighted as an issue. The governing body addressed this through a regular newsletter, spoke to pupils and took the initiative in reviewing the school's behaviour policy. The governing body also uses partnerships to improve its effectiveness. For example, members of the governing body share training with other governing bodies and there is a very high take up for training courses through the local authority.

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	124570
Local authority	Suffolk
Inspection number	412892

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	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	386
Appropriate authority	The governing body
Chair	Roger Prime
Headteacher	Melanie Mills
Date of previous school inspection	19 May 2010
Telephone number	01502 713420
Fax number	01502 710395
Email address	admin@albertpye.suffolk.sch.uk

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