

Bacton Community Primary School

Taylors Green, Bacton, Stowmarket, IP14 4LL

Inspection dates 26–27 June 2013

| Overall effectiveness | Previous inspection: | Outstanding | 1 |
|--------------------------------|----------------------|-----------------------------|----------|
| | This inspection: | Requires improvement | 3 |
| Achievement of pupils | | Requires improvement | 3 |
| Quality of teaching | | Requires improvement | 3 |
| Behaviour and safety of pupils | | Good | 2 |
| Leadership and management | | Requires improvement | 3 |

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- Achievement requires improvement because pupils do not make consistently good progress in Key Stages 1 and 2.
- Teachers do not always use assessment information to ensure work is at the right level for pupils, not too easy or too hard. At times, pupils do not understand what they are meant to learn in lessons and activities do not build on their skills and knowledge.
- Lessons do not always proceed at a brisk pace so pupils do not have enough time to work on activities themselves. Questioning does not deepen pupils' thinking and teachers do not always check on learning and adapt their teaching to move learning on.
- Leadership and management require improvement because governors, senior leaders and managers have not ensured that high standards of teaching and pupils' achievement have been maintained.
- Subject leaders are not fully involved in monitoring and improving teaching, and observations of lessons do not focus on the progress made by groups of pupils.
- The school does not work closely enough with parents to help them support their children's their learning.

The school has the following strengths

- In the Reception class, teaching is good and this enables children to make good progress.
- Pupils are polite and courteous and behave well in lessons and around the school.
- Pupils feel safe, are punctual to school and their attendance is average.
- The headteacher is aware of the strengths and areas for development, and has begun to bring about some improvement.

Information about this inspection

- The inspector observed seven lessons or part-lessons jointly with the headteacher, and the headteacher was observed giving feedback to teachers about pupils' learning and progress. A tour of the school with short visits to lessons also took place with the headteacher.
- The inspector attended an assembly, listened to pupils read and looked at pupils' work.
- Meetings were held with the Chair of the Governing Body, the headteacher, staff and pupils, and a telephone conversation took place with a local authority representative.
- The inspector took into account the 36 responses to the online survey (Parent View), written correspondence from parents and she spoke to parents as they brought their children to school. Questionnaires from 17 staff were also reviewed.
- The inspector looked at the school's information on pupils' progress, records relating to the management of the performance of staff, safeguarding and behaviour documentation and minutes of governing body meetings.

Inspection team

Susan Williams, Lead inspector

Additional Inspector

Full report

Information about this school

- The school is smaller than the average-sized primary school.
- The very large majority of pupils are White British.
- The proportion of disabled pupils and those who have special educational needs supported through school action is below average. The proportion supported through school action plus or with a statement of special educational needs is above average.
- The proportion of pupils for whom the school receives the pupil premium (additional government funding for pupils known to be eligible for free school meals, pupils cared for by the local authority, and those from service families) is below average.
- The school uses Bury First Base Pupil Referral Unit for some pupils.
- A new headteacher took up post in September 2011 following an extended period as acting headteacher. A new Chair of the Governing Body commenced in September 2010.

What does the school need to do to improve further?

- Improve teaching so that it is consistently good or better in Key Stages 1 and 2 so achievement rises, by ensuring that:
 - teachers use assessment information to make sure work is at the right level for all pupils, not too easy or too hard
 - pupils understand what they are meant to learn in lessons and that activities build on previous skills and knowledge to help pupils in their learning
 - lessons proceed at a brisk pace so pupils are able to get onto independent activities more quickly
 - teachers check on pupils' learning in lessons, give feedback to help them, and adjust teaching if necessary, so pupils make faster progress
 - teachers and teaching assistants use more probing questions to check pupils' understanding and move it on in lessons.
- Improve leadership and management by:
 - making sure observations of teaching focus on how much progress groups of pupils make during lessons
 - involving subject leaders more in monitoring and improving the quality of teaching
 - governors holding senior staff to account for teaching being good and pupils making good progress
 - working in closer partnership with parents so that they are better informed about how to support their children's learning.

An external review of governance should be undertaken in order to assess how this aspect of leadership and management may be improved.

Inspection judgements

The achievement of pupils

requires improvement

- Achievement requires improvement because pupils do not make good progress in Key Stages 1 and 2. Pupils do not always understand what they are meant to learn in lessons and activities are not always focused on developing the skills and knowledge they need to help them in their learning. This means that pupils make less progress than they could.
- Disabled pupils and those who have special educational needs receive extra help in lessons and some targeted individual support. Progress for these pupils is mixed, so they are not all making fast enough progress to catch up with others and their progress is not consistently good throughout the school. There is more work to do to ensure equality of opportunity so that all pupils make good progress.
- Pupils known to be eligible for support from the pupil premium receive additional one-to-one help, adult support in lessons and assistance in accessing additional activities to enrich their school experience, such as trips and after-school clubs. Progress for these pupils is variable across the school and is not good enough to make sure they all catch up with their classmates. In the Key Stage 1 tests in 2012, pupils for whom the school receives pupil premium funding were approximately two terms behind other pupils in reading and writing and at a similar standard to others in mathematics.
- Following a decline in standards after the previous inspection, attainment at Key Stage 1 in reading, writing and mathematics was broadly average in 2012. School tracking shows that there has been an improvement this year in standards in reading and mathematics with all pupils reaching Level 2. Attainment is broadly in line with national expectations when pupils leave at the end of Year 4.
- Pupils enjoy reading and read regularly at school. Year 2 pupils were enthusiastic about the different books they are reading about animals. The school has focused on ensuring all staff use a common approach to teaching early reading and pupils' understanding of letters and their sounds (phonics). Results in the Year 1 phonics check in 2012 were similar to national levels and current results from the check show that pupils achieved at a similar level this year.
- Children enter Reception with skills and knowledge below those expected for their age. Staff provide a rich environment and a wide range of activities so children are encouraged to work with others and develop their learning. Children in Reception make good progress and are well prepared for moving into Key Stage 1, reaching broadly average standards when they leave Reception.
- Pupils who attend alternative provision are supported with strategies to help them focus on their learning when they are in school. This has helped these pupils to make faster progress in school and prepared them much better for learning.

The quality of teaching

requires improvement

- Teaching requires improvement as there is not enough good teaching to enable pupils to make consistently good progress. Teachers do not always use assessment information to make sure work is at the right level for pupils. Sometimes, there are whole class sessions where teachers give all pupils work at the same level and these do not involve all pupils in learning. On other occasions, work is too hard for less-able pupils and although teaching assistants help pupils with this work, pupils make slower progress than they could. Conversely, more-able pupils sometimes

find the work too easy and are ready for a higher level of challenge.

- Lessons do not always get off to a brisk start so pupils spend long periods listening to explanations or working as a whole class and this means that they do not have enough time to work on activities by themselves or in groups. Pupils say they learn better when they are involved in activities or where they find out things for themselves, they enjoy more active lessons such as art, music and physical education.
- Teachers do not all check on pupils' progress regularly in lessons and ensure that they understand the activities. Similarly, teachers do not make sure that learning is moved on when pupils are ready or adapt their teaching so they make fast progress.
- In the best teaching, the teacher and teaching assistant in the Reception class involved children in a wide range of activities linked to the sea and their recent visit to the seaside. Children enjoyed using different sizes of paper clips to measure sea creatures and experimenting to see how boats float and sink. Questioning was used expertly to move children's learning on and this ensured they made good progress. Questioning is not always used this well in the rest of the school to involve more pupils in learning in whole class sessions or to encourage pupils to think deeper so they make more progress.
- Teachers have positive relationships with their pupils in lessons. Pupils are keen to learn and to help each other with their work. In most classes, routines are well established for changing between activities or to get pupils' attention. Marking is regular throughout the school.

The behaviour and safety of pupils are good

- Pupils are polite to each other, staff and to visitors. Behaviour around the school, in lessons, at break and at lunchtime is usually good. Pupils of different ages play sensibly together and at the end of break, all pupils freeze when the whistle is blown and they line up quietly.
- Pupils take on a range of responsibilities as members of the school council, the eco-team and the 'friendship stop' which the school council runs so all pupils have someone to play with. The school runs 'trust and tell' sessions where pupils can talk through concerns with others so they can be sorted out. The school is effective in promoting positive relationships and ensuring discrimination is not tolerated.
- Pupils say behaviour is generally good, they say occasionally there is some 'falling out' or 'name calling'. They say that they feel safe and know about different types of bullying. They know who to go to for help, and school records show details of all incidents with the action taken. There are very few serious incidents and the school works effectively with outside agencies and alternative provision to support pupils who find it hard to manage their behaviour.
- The school works closely with staff in the alternative provision to ensure pupils who attend part of their education elsewhere are safe and well looked after. They ensure strategies to support these pupils are adopted by school staff so there is consistency in the management of behaviour for these pupils. This has been successful and has meant that behaviour has improved and there are more positive attitudes to learning.
- Pupils are punctual to school and to their lessons. Attendance is broadly average and there are no pupils with low attendance.

The leadership and management requires improvement

- Leadership and management require improvement because leaders, managers and governors have not ensured the high standards from the time of the previous inspection have been maintained. Subject leaders are new to their roles and are not yet fully involved in checking on and developing the quality of teaching in the school. Observations of teaching are carried out regularly, however, they do not focus on how much progress groups of pupils are making in lessons.
- Performance management is in place with a new policy linked to the 'teachers' standards' (national standards for teachers). Targets for teachers have been made more rigorous this year with one linked to pupils' achievement. Pay awards are now given to teachers for meeting their targets and strong performance in the classroom.
- The headteacher has an accurate understanding of the strengths and areas for development in the school. Plans for improvement have appropriate priorities and are monitored regularly. This has led to improvements in reading and mathematics this year.
- The school gives priority to reading, writing and mathematics. Subjects such as music, French, physical education and science are taught discretely with other subjects covered in topic sessions. Recent topics have included Japan, rainforests and the seaside. Pupils' spiritual, moral, social and cultural development is promoted in religious education where pupils learn about different religions and through raising money for charities in Kenya to support a health centre and a school.
- Some parents are very positive about the school and comment on how well their children have been supported. However, there are some parents who do not feel they get updates on their children's progress and who do not feel that their children are helped to do as well as they could. The school does not work closely enough with all parents to ensure they know how to support their children's learning.
- Since the previous inspection, the local authority has supported the development of provision in Reception and this has improved. Due to the previous inspection judgement, other support for the school has been 'light touch'.
- **The governance of the school:**
 - Governors are committed to the school and some have been in post for some time, for example, the Chair of the Governing Body has been a governor for over 25 years. However, governors have not made sure senior staff are held to account for high standards being maintained. They understand data on the school's performance and know that standards at Key Stage 1 are not now as high as they were and what is being done to address this. They receive updates from the headteacher on pupils' progress including that of pupils receiving support from the pupil premium funding. Governors also discuss how this is spent. They carry out the performance management of the headteacher and receive updates on this for other staff. They are aware of where underperformance has been addressed in the past and how the changes in teaching staff across the school since the previous inspection have affected the standards of teaching. They sign off pay awards for staff who meet their targets and teach well. The governing body ensures that safeguarding meets statutory requirements.

What inspection judgements mean

| School | | |
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| 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

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| Unique reference number | 124567 |
| Local authority | Suffolk |
| Inspection number | 412653 |

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 | Maintained |
| Age range of pupils | 4–9 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 121 |
| Appropriate authority | The governing body |
| Chair | Pat Chapman |
| Headteacher | Andrew Emms |
| Date of previous school inspection | 24 September 2008 |
| Telephone number | 01449 781367 |
| Fax number | 01449 781367 |
| Email address | admin@bacton-pri.suffolk.sch.uk |

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