

# Bungay Primary School

Wingfield Street, Bungay, NR35 1HA

**Inspection dates** 29–30 January 2015

<b>Overall effectiveness</b>	Previous inspection:	Requires improvement	3
	This inspection:	<b>Requires improvement</b>	<b>3</b>
Leadership and management		Requires improvement	3
Behaviour and safety of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Achievement of pupils		Requires improvement	3
Early years provision		Good	2

## Summary of key findings for parents and pupils

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

- The school requires improvement because the recent changes introduced by teachers in charge of English and mathematics have not had time to bring about higher standards, particularly in Years 3 to 6.
- Teaching is not consistently good in Key Stage 2.
- Some pupils, in Years 3 to 5 do not work as hard as they should in lessons. Sometimes they prefer to chat to their friends, rather than complete their tasks because some teachers do not use the whole-school policy for teaching pupils how to be good learners.
- Attendance has declined over the last two years and is below average.
- Marking has improved but is not yet consistently effective across the whole school.
- Teachers' expectations of the way pupils present their work are sometimes too low. As a result, some older pupils do not write neatly and work in mathematics is untidy.
- Over the last two years, pupils in Year 6 have not made enough progress in reading and mathematics. As a result, too few pupils have achieved the higher levels of attainment.
- Teachers are not clear enough about what they want pupils to learn in reading lessons.
- Teachers do not move pupils quickly enough on to the next challenge in some mathematics lessons.

### The school has the following strengths

- Following many changes in staffing since the last inspection, the headteacher has now built a team with the skills to improve the school further.
- Early years provision has improved since the last inspection and is now good. Children are well cared for and make good progress.
- Teaching is consistently good in Years 1 and 2. Teachers have high expectations of the pupils in their class. As a result, they try their hardest and make good progress in all subjects.
- Disabled pupils and those with special educational needs are supported well and make good progress.
- Governors know the school well and bring a range of skills to their role.
- Pupils enjoy school, feel safe and know how to stay safe.
- Pupils' behaviour at lunch times is good due to the wide variety of activities which are available.
- The teaching of phonics (the sounds that letters make) is good. Pupils make rapid progress in these lessons.

## Information about this inspection

- Inspectors observed 25 lessons or parts of lessons. The headteacher accompanied inspectors to four of the lesson observations.
- Inspectors, together with a senior leader, looked at a range of pupils' exercise books.
- Meetings were held with three members of the governing body, leaders of subjects, a representative from the local authority, the special educational needs leader and the teacher in charge of early years provision.
- The 27 responses to the online questionnaire, Parent View, were taken into account together with the school's own parent surveys. 32 staff completed questionnaires in order to give their views of the school and their responses were considered by inspectors.
- Inspectors met with a group of pupils to ask them their views of the school and also listened to pupils read. Pupils' behaviour at lunchtime, inside the school and also on the playground, was observed.
- A range of documents was scrutinised, including the minutes of governing body meetings, the school self evaluation document, action plans, behaviour and incident logs and school performance information.

## Inspection team

Robin Taverner, Lead inspector

Additional Inspector

Rachael Judd

Additional Inspector

## Full report

### Information about this school

- Bungay Primary school is a smaller than average-sized primary school.
- Most pupils are White British.
- The school is organised into eight classes, which includes a Nursery class. Children attend the Nursery, part-time, in the mornings only.
- The proportion of pupils who are supported through the pupil premium, which is additional funding for pupils who are known to be eligible for free school meals, or children looked after by the local authority, is above average, at approximately a third of the pupils.
- The school meets the current government floor standards, which set out the minimum expectations for attainment and progress at the end of Year 6, in reading, writing and mathematics.
- Approximately one in five pupils have disabilities or special educational needs, which is an above average proportion.
- The school has had a high turnover of staff since the last inspection. Currently, two classes are taught by temporary teachers who are covering for teachers on statutory leave.

### What does the school need to do to improve further?

- Improve teaching so that pupils in years 3 to 6 make more progress in reading, writing and mathematics by:
  - showing pupils how to present mathematics work clearly and logically in order to avoid errors
  - moving pupils on to the next challenge in mathematics lessons, as soon as they are ready
  - having a clear focus in reading lessons so that teachers can check how much progress pupils have made
  - encouraging pupils to write quickly and neatly
  - making sure that marking is consistently effective in helping pupils to improve their work.
- Improve the effectiveness of teachers in charge of subjects so that they can continue to raise standards in their areas by:
  - providing them with appropriate support, training and encouragement to enable them to complete the changes they have begun or which have been planned
  - ensuring they check regularly to ensure that teaching is consistently good.
- Improve behaviour in lessons by ensuring that all teachers use the whole school policy for teaching pupils how to be good learners
- Improve attendance by looking at absence information carefully to find patterns or trends and, as a result of this information, plan ways of encouraging good attendance.

## Inspection judgements

### The leadership and management requires improvement

- Teachers in charge of subjects have not yet been able to bring about improvements in standards, in Key Stage 2 in particular. This is because they are new to their roles, so the actions taken so far have not had time to take effect. The high staff turnover since the last inspection has meant that the school has not improved as quickly as it might have done.
- The leadership of teaching and learning has not yet led to teaching which is consistently good across Key Stage 2, as some changes are recent. However, teaching in Years 1 and 2 is now consistently good in all subjects.
- The headteacher has built a team of highly motivated leaders, who have begun to make changes aimed at improving teaching and raising standards. He has created a culture of high expectations, which is having a positive impact on improving pupils' behaviour and holding teachers to account for their work.
- Good leadership of the early years provision has brought improvements in this area of the school. As a result, teaching in the Reception and Nursery classes is good and children make good progress.
- Provision for pupils with disabilities or special educational needs is led well. Pupils receive good support within the classroom, or working in separate but small specialist groups. This support ensures equality of opportunity. Discrimination of any kind is not tolerated.
- Pupils receive a broad and balanced range of subjects. The school has successfully introduced the new National Curriculum and has appropriate plans to adapt the way teachers check pupils' progress, now that levels are no longer in use for some year groups.
- The arrangements for safeguarding of pupils meet all requirements and are effective.
- The primary physical education and sport premium is used well to improve teachers' skills in the teaching of physical education, and also to provide more opportunities for pupils to take part in a range of sports and competitions. The impact of this is that all pupils receive good teaching in physical education and a higher proportion of pupils take part in after school activities including a variety of sports.
- Pupil premium funding is spent effectively on providing extra teachers and support staff to help disadvantaged pupils. Funds are also spent on supporting pupils in being ready to learn. As a result, disadvantaged pupils are now making good progress and catching up with their classmates.
- The headteacher and senior staff are accurate in their evaluation of the school's effectiveness. They know the school's strengths and weaknesses and have relevant plans to improve the school further in order to raise standards.
- The school prepares pupils well for life in modern Britain and has strengths in its development of spiritual, moral, social and cultural education. The school has close links with a school in London, which allow pupils to compare their lives with pupils who live in a very different setting.
- Pupils are encouraged to contribute to the life of the school by applying to become 'school ambassadors', who collect and represent the views of pupils from across the school. Pupils can also train to be 'Busy Bees', and carry out a range of helpful roles at break and lunchtimes. In assemblies, pupils are taught to appreciate their own achievements. They also enjoy singing a range of modern and traditional songs in assemblies which help them to learn about their own and other cultures.
- The school's own surveys of parents' views about the school, together with responses to Parent View, show that most parents are pleased with the education their children receive. These views were also expressed by most of the parents who spoke to inspectors on the playground before school. The school provides regular opportunities for parents to join their children in the classroom to experience a lesson.
- The school has appreciated the recent support provided by the local authority. This has helped leaders to

improve the accuracy of their self-evaluation and produce relevant action plans. The school has also formed a partnership with five local schools. Recently, headteachers from these schools carried out a review of teaching and made helpful and appropriate suggestions for improvement.

#### ■ The governance of the school:

- Governance is effective. Governors know the school well and bring a range of skills to their roles, from their experience in the business world, education, marketing and personnel management.
- They are very aware of the recruitment issues the school has faced but have supported the headteacher well in making some key appointments to help the school to bring about necessary improvements.
- Governors have a good overview of the quality of teaching and have studied the school performance information. They have provided appropriate challenge to senior leaders about achievement issues.
- Governors welcome external scrutiny of the school as this helps them to check that their understanding of the issues facing the school is accurate.
- Governors ensure that pay awards are linked to the effectiveness of staff. They know about the management of teachers' performance and what the school is doing to tackle any underperformance. They ensure that school finances are well managed and to help with this have recently appointed a new business manager.

### The behaviour and safety of pupils

### requires improvement

#### Behaviour

- The behaviour of pupils requires improvement. Some pupils do not always concentrate well, and untidy presentation of their work in some Key Stage 2 classes shows that they do not always try as hard as they might. Sometimes pupils talk to their classmates about things not related to their work.
- Attendance has declined over the last two years and is below average. The school is working hard to improve this situation and is now working more closely with the Education Welfare Service. Pupils are rewarded for good attendance and the school contacts parents when concerns about attendance arise. However, the reasons for absence, including patterns and trends, are not analysed sufficiently so that the school can plan further actions to improve attendance.
- Teachers have a whole-school approach to teaching pupils how to become good learners, by, for example, not giving up or by trying their best. The impact of this is more apparent in the Key Stage 1 classes and also in the Reception and Nursery classes, where behaviour is good. Pupils settle well to their tasks and activities. They work hard and show pride in their achievements.
- Behaviour at lunchtimes and break times is good. This is due to the large range of activities, both inside the school and on the playground which are available to the pupils. Pupils are, for example, able to practise their tennis skills outside or learn to sew in an indoor area. Supervision is good and staff join in the activities, showing pupils how to improve their skills.
- Occasionally, the school excludes pupils for very disruptive or violent behaviour. The school has put in place special provision to help pupils improve their behaviour and to reduce the number of exclusions. This provision is quite new and so the impact on reducing exclusions cannot yet be shown.

#### Safety

- The school's work to keep pupils safe and secure is good.
- Pupils feel safe in school and are confident that if they are worried about something, including bullying, an adult will help them to resolve the issue. Pupils understand the types of bullying that can happen including name calling, hitting and kicking. School records show that incidents of bullying are infrequent.
- Pupils know how to keep safe, and are aware of the dangers of using computers and the internet. They are also knowledgeable about road safety and 'stranger danger'.
- The school has good record-keeping systems for when an incident of bullying occurs. Records show what action has been taken and also how the school will follow up the incident at a later date.

- The vast majority of parents agree that their children are happy and safe in school.

### **The quality of teaching** requires improvement

- Teaching requires improvement because, over time, pupils have not made enough progress in mathematics and reading.
- In some mathematics lessons in Key Stage 2, teachers do not always have high enough expectations of pupils' work. Pupils are not taught how to present their work clearly and logically in order to avoid careless errors.
- Teachers do not always encourage pupils in Key Stage 2 to move quickly enough to the next challenge in mathematics lessons as soon as they are ready. As a result, progress is not as rapid as it could be.
- The teacher in charge of English has reviewed how reading is taught in order to improve pupils' understanding of the texts they read. As a result, new ways of teaching reading have been introduced which allow for staff to work with small groups so that they can help pupils to learn a range of reading skills. These lessons are not yet sharply focused so that teachers can check at the end of the lesson whether children have made enough progress.
- Marking has improved, but is not yet consistent across the whole school. The best examples of marking help pupils to know what they have done well and what they need to do to improve their work. Sometimes pupils are not given the time to follow the teacher's advice and make the necessary corrections. Occasionally, the advice does not help pupils to correct errors or present pupils with further challenges.
- Standards of handwriting vary and many pupils in Key Stage 2 are not writing quickly and neatly. Despite this, the teaching of writing has improved across the school and pupils make good progress in lessons and over time. Teachers make clear to pupils exactly what is required when they complete their writing tasks. Pupils use this information to help them to decide whether they have made enough progress in the lesson or whether an aspect of their work needs to improve. Pupils use their good writing skills in a range of subjects, including science and history and geography.
- Teaching in Key Stage 1 is consistently good. The teaching of phonics is a particular strength, and this is helping children make rapid progress with their reading and spelling skills.
- In the early years, teaching has improved since the last inspection. Activities for the children are well planned. Staff challenge children to think about their work, for example through the good use of questioning.
- Pupil premium funding has been spent on additional staff, which enables disadvantaged pupils to be taught in smaller groups, or sometimes on a one-to-one basis. In Year 6, for example, an additional class has been created in the mornings in which good teaching is helping pupils to make rapid progress.
- The smaller groups, together with effective support provided by teaching assistants in lessons, benefit pupils who have disabilities or special educational needs. Teaching assistants who work with these pupils use lesson plans and record carefully the progress made in each session and over time. In this way, the school is able to tell whether or not the support is effective.

### **The achievement of pupils** requires improvement

- Over the last two years, pupils in Key Stage 2 have not made enough progress in mathematics or reading. Attainment in mathematics and reading was below average in 2014. The school presented performance information, which showed the impact on overall attainment figures, of some pupils who had very low attendance. Using this information, the school showed that attainment had improved on

2013 figures. Too few pupils, however, achieved the higher levels of attainment in mathematics and reading.

- In Years 3 to 5, pupil's attainment is not as high as it should be. School leaders are working hard to improve the quality of teaching in these year groups and most pupils are now making more progress. However, in mathematics in particular, expectations are still not high enough and so some pupils are not achieving the standards of which they are capable.
- Over the last two years, too few of the most able pupils have achieved the higher levels in reading and mathematics at the end of Year 6. Currently, the most able pupils in Year 6 are being challenged to achieve as well as they can. However, in Years 3 to 5, pupils, including the most able, are not moved on with their learning as soon as they are ready. In Years 1 and 2, the most able pupils make good progress and a higher proportion are on track to achieve the higher levels at the end of the year, than has been the case in previous years.
- The proportion of pupils who achieved the expected standard in reading, writing and mathematics combined, improved in 2014 and is in line with the national average. Attainment in English grammar, punctuation and spelling improved from below average in 2013 to become broadly average in 2014
- Scrutiny of pupils' work, and also observations of teaching in Year 6, indicates that the school is right to expect improvements by the end of this year. The smaller teaching groups are having a good impact and pupils of all abilities, including the most able, are being prepared well for their national tests. However, the school's own performance information shows that pupils have some way to go to meet the challenging targets which have been set.
- The proportion of pupils who achieved the required standard in phonics in Year 1 was broadly average in 2014. Attainment in reading, writing and mathematics, at the end of Key Stage 1 was also broadly average. Due to the good teaching in Years 1 and 2, attainment is set to rise for the pupils currently in these classes.
- In 2014, standards achieved by disadvantaged pupils in Year 6 were two years behind other children nationally in mathematics and reading and just over one year behind other children nationally in writing. In comparison with their classmates, disadvantaged pupils in Year 6 were just over a year behind in mathematics, almost two years behind in reading and two years behind in writing.
- Gaps in attainment between the disadvantaged pupils in the current Year 6 and their classmates are much smaller due to the good support they are receiving. They are progressing at a faster rate than their classmates and so are quickly catching up in reading, writing and mathematics.
- Disabled pupils and those who have special educational needs make good progress due to the effective support they receive in lessons or in small-group work. In Year 5, for example, pupils progressed at a faster rate than their classmates last term, and from their end of Year 2 starting points, have made progress which in line with their classmates. This is because the school meets their needs well.

### **The early years provision** is good

- Early years provision has improved since the last inspection and is now good. Children made good progress from their different starting points last year. This year, children are also making good progress.
- Usually, most children enter the Nursery and Reception class with skills typical for their age. This year, a greater proportion of the children entered with skills below those typical for their age, particularly with regard to their communication skills. However, children have now caught up to where they should be. Children are, therefore, being prepared well for starting Year 1.
- Teaching is good. A good range of activities are planned for the children to help them develop skills and knowledge in all the areas of learning. Children behave well, persevere with their tasks and activities and get along well together.

- Adults work well with small groups or individual children, engaging them in conversations and making good use of questioning skills to help them to make progress.
- Children are progressing well with their phonic and early reading skills. Some children already have the confidence to write sentences independently.
- Good leadership of the early years provision has brought about improvements in the organisation of classrooms and outdoor areas.
- 'Learning Journals' are kept up-to-date and show the progress individual children are making, the stage of development they are at, and what they need to learn next. The school is beginning to use an on-line journal so that parents can log in and be kept better informed about how they can help their children to learn at home.
- The indoor and outdoor areas are safe and children are very well cared for.



## 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

<b>Unique reference number</b>	124573
<b>Local authority</b>	Suffolk
<b>Inspection number</b>	453489

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

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	210
<b>Appropriate authority</b>	Select
<b>Chair</b>	Paul Dunning
<b>Headteacher</b>	Iain Owens
<b>Date of previous school inspection</b>	30 January 2013
<b>Telephone number</b>	01986 892209
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