

Bacton Community Primary School

Taylors Green, Bacton, Stowmarket, IP14 4LL

Inspection dates 18–19 June 2015

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

Summary of key findings for parents and pupils

This is a good school.

- The headteacher's determined leadership is driving improvement forward. He is very well supported by a strong governing body and senior and subject leaders. As a result, teaching, learning and achievement have improved since the previous inspection and are good.
- Governors know how well the school is doing. They challenge leaders to make further improvement.
- The very positive school ethos underpins pupils' exemplary behaviour and plays a crucial part in ensuring their improved progress and achievement.
- Pupils' behaviour in classrooms and at other times is outstanding.
- The school keeps pupils exceptionally safe. Adults ensure that pupils are highly aware of how to keep themselves safe in different situations.
- Good teaching ensures that pupils of all abilities, including disabled pupils and those with special needs, achieve well. Learning in lessons is well planned and pupils know what they are expected to achieve.
- Pupils enjoy school because teachers make learning stimulating and subjects capture their interest.
- The early years provision is effective. Children are keen to learn and make good progress. They thrive in a caring environment.
- Pupils continue to make good progress as they move through the school.
- At the end of Year 2 in 2014, pupils attained results ahead of national standards, particularly in reading. Standards in all subjects are, currently, higher than those typically found by the end of Year 4.
- The school makes a very strong contribution to the development of pupils' spiritual, moral, social and cultural development.

It is not yet an outstanding school because

- Progress in writing is not consistently good in Key Stage 1.
- Teachers' marking and feedback do not always provide clear guidance to enable pupils to improve their work.
- The outdoor area in Reception does not give children enough opportunities to develop their skills across all areas of learning.

Information about this inspection

- The inspector observed teaching and learning throughout the school. The headteacher and inspector shared many of the observations. The inspector conducted several short visits to classrooms. The inspector also looked at a wide range of pupils' work, listened to several pupils read and attended an assembly.
- The inspector held discussions with groups of pupils, the Vice Chair of the Governing Body and other governors and a representative of the local authority. The inspector also spoke to members of staff, including senior leaders and other leaders with particular responsibilities.
- The inspector took account of the 31 responses to the online questionnaire (Parent View) and spoke to several parents during the inspection. The inspector also considered 19 responses from staff to the inspection questionnaire.
- The inspector observed the school's work and looked at a range of documents, including: information on pupils' current progress; the school's plans for improvement; the management of teachers' performance; the use and impact of pupil premium funding; and records relating to pupils' behaviour and safety, including child protection.

Inspection team

Susan Thomas-Pounce, Lead inspector

Additional Inspector

Full report

Information about this school

- This is a smaller-than-average primary school.
- The proportion of disabled pupils and those who have special educational needs is average.
- The proportion of pupils who are disadvantaged and so eligible for support through the pupil premium is well below that found nationally. The pupil premium is additional funding for pupils eligible for free school meals and those in the care of the local authority.
- Almost all pupils are from White British backgrounds.
- The on-site provision for childcare, 'Bacton Under Fives', is not managed by the governing body and receives its own inspection report which is available on the Ofsted website at www.ofsted.gov.uk.
- Children in the early years are of Reception age and attend full time.
- From September 2014 the school has moved from the status of a first school (for pupils aged 4–9) to a primary school. The current Year 5 pupils are the first the school has had in this age group and are scheduled to remain in the school to the end of Year 6 as provision extends to the whole of Key Stage 2.
- Over half of all the teaching staff have started at the school since the last inspection.
- The headteacher is supporting a local school.

What does the school need to do to improve further?

- Improve teaching so that more is outstanding and further raise pupils' achievement by ensuring that teachers:
 - improve the quality of marking and written feedback to increase the rate of pupils' progress and give them guidance on accurate presentation of their work, particularly in mathematics
 - teach basic skills of handwriting, spelling and punctuation so that pupils develop greater fluency in writing by the end of Key Stage 1
 - provide more opportunities for pupils in Years 1 and 2 to apply their literacy skills when learning other subjects.
- Improve the outdoor learning area so that children in the early years have even better opportunities to develop all their skills.

Inspection judgements

The leadership and management are good

- The headteacher has a clear vision for how the school can be further improved and is effectively driving development forward. He has created a strong senior leadership team who, with him, have established an ethos in which pupils' behaviour is exemplary and teaching is good throughout the school.
- Subject and other leaders below senior level are increasingly effective in their roles and contribute well to school improvement. They confidently use their skills to raise achievement, address weaknesses and take pupils' attainment forward. As a result, the school has the potential to take teaching and learning further forward.
- Pupils' progress is measured by secure assessment. This process has greatly improved so that teachers and leaders know exactly how well pupils are achieving. The accurate information on progress enables leaders to manage teachers' performance closely and link pupils' progress to rates of staff pay.
- The school's assessment of its performance is accurate, securely based on pupils' achievement, teaching and other provision. Consequently, leaders are secure in driving forward key improvement priorities.
- Strong partnerships with other local schools and the use of independent consultants who have delivered helpful training have contributed effectively to teaching and school improvement planning. As a consequence, staff morale is high and all staff are eager and ambitious for the school's further improvement.
- The additional funding for disadvantaged pupils is used well. The impact of the use of this funding on disadvantaged pupils' progress and attainment is carefully checked to ensure any gaps between their attainment and that of other pupils are closing.
- The curriculum stimulates pupils' imagination and challenges them to learn. Pupils' learning is further enhanced by a range of after-school clubs, such as multi-sports and science. Although the promotion of literacy and numeracy are central to the school's work, pupils have good opportunities to develop musical, artistic and sporting skills. Consequently, pupils are keen to learn from the extensive range of learning opportunities provided.
- Pupils' spiritual, moral, social and cultural development is promoted very effectively and is a key strength of the school. The school puts strong emphasis on the values of diversity and equality among people. This priority is prevalent throughout the school in display of the work that pupils do. As a result of the excellent work the school does to support pupils' personal development, discrimination is not tolerated, good relationships are formed and pupils are well prepared for life in a culturally diverse modern Britain.
- The school makes effective use of primary school sport funding and the impact of the expenditure is closely monitored. A sports coach has been appointed to improve sports provision. As a result, pupils in the school are participating more in physical education and sport and leading healthier lifestyles.
- The local authority provides good support through regular, challenging reports that analyse school performance closely, and arranges specific training, effective help and guidance. For example, governors have improved their skills from the training provided. The local authority's support has had a very positive impact on the school's rapid improvement over the past two years.
- Safeguarding and child protection meet requirements. Procedures are securely established. Highly effective practice is adopted in the day-to-day management, care and protection of pupils. Consequently, pupils are very safe in the school.

■ The governance of the school:

- The governors are well led by a highly effective Chair of the Governing Body. Since the previous inspection, the governing body has reviewed many aspects of its work and improved its efficiency. Governors are well aware of their responsibilities and are committed to supporting the headteacher in ensuring the school improves further.
- Governors have worked with the local authority to improve their skills. For example, they have learned to analyse and interpret information relating to pupils' progress and attainment and how this compares with that of other schools. They regularly attend professional training to improve their practice further.
- The governing body is well informed through detailed reports from the headteacher and through their own frequent and systematic checks on the school's work. Governors understand how teachers' performance is managed and the impact of teaching on pupils' achievement. They support the headteacher in dealing with any underperformance by teachers and are closely involved in making decisions about teachers' pay. They are involved in setting priorities for improvement and in evaluating the school's performance.
- Governors are knowledgeable about how the school's budget is used, including any additional funding, and carefully check that it is making a positive difference to pupils' progress. They ensure all statutory requirements relating to safeguarding are applied.

The behaviour and safety of pupils are outstanding**Behaviour**

- The behaviour of pupils is outstanding. It is outstanding because the school has high expectations of pupils' conduct in and out of classrooms. Staff provide highly positive role models for the pupils. Clear boundaries are set to guide pupils' conduct, and frequent measured praise and meaningful rewards all contribute to pupils' outstanding behaviour.
- Pupils are keen, interested and motivated to learn. They are highly engaged by activities, concentrate well and for sustained periods and listen very carefully to their teachers. They cooperate exceptionally well with partners to share ideas so they learn rapidly from one another.
- Relationships with each other and with staff are excellent. These very positive relationships are evident in the happy and friendly school atmosphere, both in classrooms and in social areas.
- Pupils have confidence in the way that behaviour is managed. They speak very enthusiastically about all aspects of school and value the opportunities that broaden their experience and learning. They told the inspector that they are very proud of their school.
- In both their responses to the online questionnaire and in conversations, all parents stated that their children were safe and happy in school. Pupils thrive on responsibility, such as looking after younger pupils at playtime.
- The rapidly improving attendance levels, which are currently broadly average, reflect a marked improvement over time for individuals and groups of pupils. The school does much to promote the regular attendance of pupils by working closely with families and agencies to ensure regular and punctual attendance. Records indicate the school has been highly successful in improving the attendance of pupils who were, previously, persistently absent.

Safety

- The school's work to keep pupils safe and secure is outstanding. Exceptionally well-organised systems to keep pupils safe are fully embedded in school practice. Staff work successfully with pupils to identify risky situations and teach pupils how to deal with these through e-safety and road-awareness activities.
- The school works very effectively with other agencies to protect vulnerable pupils, including being alert to any individual's exposure to extremist views.
- The school checks all staff rigorously prior to appointment, and all visitors to the school site.

- The school provides excellent personal care for each individual. Any safety concerns for pupils or changes in behaviour are quickly recognised and addressed. Staff respond very quickly, making changes to the level and type of support needed in order to meet the needs of individual pupils.
- Pupils say there is very little bullying but if it occurs, the school's staff act very quickly and effectively to address any problems. Pupils' views are confirmed by the school's records. Pupils are sure they can sort out any small problems for themselves through discussion. They are confident that the adults will help them if necessary.
- The very strong emphasis on pupils' personal development means that they feel confident in all situations, both inside and outside school. Pupils of all ages know how to stay safe. They receive clear guidance through lessons and assemblies to develop the skills that will keep them very safe.

The quality of teaching is good

- Teaching is good and has much improved since the previous inspection. Senior leaders have focused on developing teaching of the highest quality through effective coaching, mentoring, and training. The inspector observed several examples of excellent practice.
- Teachers' expectations of what pupils can achieve are high and are reflected in the good work seen in books. Excellent examples of pupils' work are celebrated and displayed in classrooms and corridors to show other pupils what can be achieved. Knowledgeable teaching, clear explanations and well-managed classes all contribute to pupils' good achievement.
- Teachers use their strong subject knowledge to plan stimulating learning activities which inspire and motivate pupils, promoting good learning and sustained progress. For example, in a mathematics lesson, pupils had to think deeply about the different methods they could use for multiplication and division as a result of the teacher's effective questions testing their understanding.
- Teachers are currently making effective use of accurate assessments of pupils' progress to set clear targets for them to achieve in all subjects. Teachers are also trialling the use of new assessment procedures to raise aspirations and meet the expectations of the new National Curriculum. Pupils confirm the positive impact of the use of assessment – and say that their work is usually challenging.
- Throughout Years 1 and 2, the teaching of phonics (letters and the sounds they represent) and reading is good and teachers are skilled at developing pupils' knowledge and use of letter sounds. The love of reading is encouraged throughout Key Stage 2 and, consequently, pupils willingly read a range of books for pleasure.
- In mathematics, teachers use challenging learning activities, which are often practical and relevant to real-life situations. As a result, all groups of pupils learn the subject well.
- Pupils' books show that teaching puts a strong emphasis on writing, which is resulting in good progress. However, the teaching of writing in Key Stage 1 is not as strong as in the upper part of the school. Some pupils in Years 1 and 2 lack the basic skills of handwriting, spelling and punctuation to enable them to write fluently and fully cover the topic involved. Although some teachers provide opportunities for pupils to practise their writing when learning other subjects, this good practice varies too much between classes.
- Teachers regularly mark pupils' books. However, teachers' marking is not of a consistently high quality in all year groups. Although in most classes feedback is provided for pupils on the quality of their work, on a few occasions, marking does not give pupils sufficient guidance on how to improve their work or learn from their mistakes. Teachers' guidance in marking is not always thorough enough, especially in mathematics. This lack of direction leads to pupils' inaccuracies and, very occasionally, work that is not well presented.
- Pupils who are disabled and those with special educational needs are well supported. The special

educational needs leader ensures that one-to-one sessions and other support are well matched to the needs of individual pupils, giving them the confidence to tackle activities in other areas of learning. Teaching assistants are well deployed. They provide effective support, helping pupils to learn through targeted questions and well-planned activities.

The achievement of pupils is good

- As a result of the decisive actions taken to raise attainment and speed progress, pupils' achievement has improved since the previous inspection. Pupils' current progress is accelerating and achievement and attainment continue to rise.
- Most children enter the early years with skills, which are below those typical for their age in most areas of learning. From these starting points, they make good progress as they move through the Reception class and Key Stage 1. By the end of Year 2, they reach standards that are ahead of those in most schools, particularly in reading.
- In 2014, pupils who left the school at the end of Year 4 attained higher standards than those usually found by this age. In the current year, Year 5 pupils are to remain in school for the whole of Key Stage 2 and they continue to build on their good achievements. Their continuing good progress was reflected in the successful learning observed during the inspection in the work in pupils' books. The school's accurate information on pupils' progress provides further evidence to endorse their good achievement.
- Pupils make particularly good progress in developing their reading skills. Phonics is well taught and, as a result, pupils throughout the school read exceptionally well. Older pupils read fluently and with good understanding of the meaning of the text. The results of the Year 1 national check on pupils' skills in phonics in 2014 were well-above average. Pupils' skills in reading develop through the school and those who have previously left at the end of Year 4 have attained standards well ahead of those usual in this age group.
- Pupils' achievement in mathematics is good. Pupils make efficient use of their mental and written skills of calculation to solve a range of problems. They generally explain their reasoning well.
- Since the previous inspection, the school has significantly increased the demands made of the most-able and talented pupils in all subjects. They are given challenging tasks which extend and deepen their understanding and they use reference books and computers effectively in research and investigations, such as in science. They are increasingly self-critical and determined to improve their own work and aim high. Consequently, increased proportions of pupils are already working at the higher levels in both key stages.
- Disabled pupils and those who have special educational needs make good progress. Teachers and teaching assistants are very skilled at ensuring pupils experience success.
- Most of the few disadvantaged pupils eligible for support from the pupil premium in Year 2 in 2014 have left the school, and there are too few to report their attainment in detail. Currently, the few disadvantaged pupils across all year groups are making good progress from their individual starting points and their attainment is similar to that of their peers in all subjects. Inspection evidence confirms the consistently good progress of current pupils eligible for the pupil premium and reflects leaders' effective approaches to improve the quality of teaching.
- Pupils' attainment in writing has been held back by their handwriting, spelling and punctuation in Key Stage 1. There has been better progress over the past year. However, attainment is not yet as high as it is in reading and mathematics in Key Stage 1 partly because pupils are not developing their written skills across different subjects well enough.

The early years provision is good

- Children often enter Reception with weaknesses in speech, language, social and emotional skills. They settle happily and quickly in the busy and friendly atmosphere. They rapidly acquire essential social and emotional skills, self-control, confidence and independence.
- Children start to catch up swiftly as they make good and, occasionally, rapid progress in acquiring skills and experience in all learning areas. The proportion of children who reach a good level of development on entry to Year 1 has increased to above that found nationally. Disabled children and those with special educational needs also make good progress because their needs are quickly identified and they receive well-targeted support from all staff. By the time they leave the Reception class, children are well prepared for Year 1.
- Children respond positively to the good teaching they receive. Staff are well aware of children's individual needs and work is carefully planned to capture their interest. For example, children enjoyed studying 'the seaside' topic and made good progress in developing their numeracy skills as they carefully weighed buckets of shells and made sandcastles of different sizes. Adults provide support and encouragement when necessary, but allow children to work on their own and discover things for themselves. As a result, most become independent, confident learners.
- The early years provision is led and managed well. Staff are knowledgeable and fully understand the needs of young children as well as the principles underlying good teaching in the early years. Staff plan and work together as a well-organised team. This coordinated approach ensures that children's earliest experiences of school are happy and enjoyable.
- Good links with parents and the on-site nursery ensure that children settle quickly into school routines and become confident learners. Children's achievements are well documented and shared with parents. Staff have good relationships with parents, which begin before children start school through home visits and pre-school groups. Parents are encouraged to share their children's successes at home with staff and so contribute to continuing assessment of their children's progress.
- Children behave extremely well because teachers establish very clear, consistent routines and children know what is expected of them. They share resources, take turns and listen to instructions carefully. Well-trained staff ensure that children are kept very safe. The extremely caring atmosphere reinforced by the very supportive relationships with staff help to foster very positive attitudes to learning and play.
- Children have good opportunities to develop all their skills inside the classroom but opportunities are more limited in the outdoor learning area. The range of resources in the outdoor areas through which children can explore and learn has recently improved. However, it is not as inviting or stimulating as the indoor area, which provides positive experiences and resources which better help children to develop their learning.

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 | 462036 |

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 | 4–10 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 139 |
| Appropriate authority | The governing body |
| Chair | Denise Morcom |
| Headteacher | Andrew Emms |
| Date of previous school inspection | 26 June 2013 |
| Telephone number | 01449 781367 |
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