

Bardwell Church of England Primary School

School Lane, Bardwell, Bury St Edmunds, Suffolk IP31 1AD

Inspection dates

3–4 October 2018

Overall effectiveness	Requires improvement
Effectiveness of leadership and management	Requires improvement
Quality of teaching, learning and assessment	Requires improvement
Personal development, behaviour and welfare	Requires improvement
Outcomes for pupils	Requires improvement
Early years provision	Requires improvement
Overall effectiveness at previous inspection	Not previously inspected

Summary of key findings for parents and pupils

This is a school that requires improvement

- Leaders, including governors, have not ensured that the quality of education is good. In 2017 and 2018, pupil outcomes by the end of key stage 2 were too low in mathematics, writing and English grammar, punctuation and spelling.
- Teachers' expectations of what pupils can achieve are too low. They do not consistently challenge pupils sufficiently in lessons. Too many pupils do not make the progress of which they are capable, including in the early years.
- Leaders have not put a curriculum in place that is broad and balanced. Pupils do not receive sufficient opportunities to develop subject-specific knowledge and skills or apply their literacy and numeracy skills across the curriculum.
- Leaders do not make timely enough checks on the quality of teaching. As a result, weaker teaching limits pupils' progress.
- Teachers do not provide sequences of learning that consistently meet the needs of all pupils, including the most able.
- Some pupils have not yet developed good learning behaviours. At times, these pupils lose interest and disrupt learning.
- Pupils who have special educational needs (SEN) and/or disabilities do not make good progress, because some teachers do not provide suitably well for them.
- Disadvantaged pupils do not consistently make good progress in all years.
- The attendance of pupils at the school overall is below the national average.

The school has the following strengths

- Committed leaders and governors have an accurate understanding of the areas of priority in the school.
- The school's provision for art, music and drama excites pupils and motivates them to make good progress.
- The teaching of reading is effective. Pupils enjoy reading and demonstrate good phonics skills.
- Pupils' spiritual, moral, social and cultural development is strong. Pupils are kind, respectful and care for each other.

Full report

What does the school need to do to improve further?

- Improve the quality of pupils' outcomes by:
 - increasing the proportions of pupils who are working at the expected standard by the end of key stage 2 in mathematics, writing and English grammar, punctuation and spelling
 - ensuring that greater proportions of the most able pupils achieve the standards of which they are capable
 - making sure that disadvantaged pupils and pupils who have SEN and/or disabilities make at least good progress.
- Improve the quality of leadership and management by:
 - leaders at all levels ensuring that all teachers have high expectations of all pupils
 - leaders making frequent checks on the quality of teaching, learning and assessment, and taking timely action when standards are not high enough
 - governors making sure that the website is kept up to date with required information.
- Improve the quality of teaching, learning and assessment, so that pupils make good progress and attain highly, by:
 - teachers planning for learning through activities that meet the needs of all pupils, including the most able and children in the early years, building on what they have already learned
 - teachers providing opportunities for pupils to learn subject-specific knowledge and skills across the whole curriculum, including English and mathematics, so that increasing proportions of pupils reach the expected or higher standards at the end of key stage 2.
- Improve pupils' behaviour by:
 - teachers planning learning activities that capture pupils' interest and that are well matched to pupils' abilities and capture their interest
 - further refining strategies to ensure that pupils' attendance rises.

Inspection judgements

Effectiveness of leadership and management

Requires improvement

- Leaders, including governors, have not ensured that the quality of provision has been good. Nevertheless, leaders have an accurate understanding of the strengths and weaknesses of the school and correctly judged the quality of provision to require improvement. With the support of leaders from the trust, school leaders are demonstrating the necessary capacity to bring about the required changes.
- Leaders recognise that they need to raise teachers' expectations of what pupils can achieve, but they have not yet been successful in achieving this.
- Leaders have correctly identified in their development plan the need to improve teaching in mathematics and writing, including grammar, punctuation, spelling and handwriting. They are making the required changes to teaching, but it is too soon to determine the impact of these on pupils' progress.
- Leaders are aware of the need to make changes to the curriculum to improve pupils' progress across the school. They have not put in place a curriculum that has the balance and breadth necessary to help pupils make progress in all aspects of their education. Although pupils make good progress in art, music, drama and physical education (PE), this is not the case in other subjects.
- The monitoring of the quality of teaching, learning and assessment undertaken by leaders is too infrequent. As a result, poor-quality teaching is not identified swiftly and is left to continue for too long. This leads to groups of pupils not making consistently good progress.
- Leaders do not monitor with enough precision the quality of support for pupils who have SEN and/or disabilities. This means that teachers do not always provide what these pupils need and, as a result, these pupils make inconsistent progress over time.
- While most parents are positive about many aspects of the school's work, a significant minority of parents raised concerns about disruptive behaviour in some classes. School records of incidents of negative behaviour, confirmed by what pupils said to the inspector, show that leaders have improved the conduct of pupils over the last 12 months. Nonetheless, the quality of behaviour in lessons is still not yet good across all classes.
- Although leaders' work to increase pupils' attendance has yet to have the desired impact, leaders' actions have reduced the number of those who are persistently absent.
- Leaders are not using government funding well enough to ensure that those pupils who are disadvantaged make good progress.
- Leaders use the PE and sport premium funding effectively to improve pupils' participation in sporting activities. The impact of this is that pupils are starting to access a broader variety of sporting experiences. The older pupils have also started to access high-quality sporting equipment and facilities because of leaders' investment in this area of the curriculum. In the school's pupil questionnaire, pupils ranked PE, alongside art, as one of the most popular subjects in the school.
- The school promotes pupils' spiritual, moral, social and cultural development

effectively, and prepares pupils well for life in modern Britain. Pupils enjoy learning about different lifestyles, cultures and faiths, and value the diversity found in contemporary society.

- Leaders have taken effective action to improve the teaching of reading and phonics. Pupils read with confidence and fluency and enjoy a wide range of texts. Phonics results have improved markedly since 2015, and pupils of all ages use phonics to help them read difficult texts.

Governance of the school

- Governors share with leaders an accurate understanding of the school's strengths and weaknesses. They contribute effectively towards leaders' comprehensive improvement plans.
- Governors have started within the last 12 months to work effectively with trustees. They have clear roles and responsibilities as part of the multi-academy trust and trustees provide effective challenge and support.
- Governors visit the school regularly to check on the information that leaders provide them. With support from the trust, governors now have the skills needed to hold the headteacher accountable for the quality of education at the school.
- Governors have not ensured that the website is kept up to date. They have not made sure that the required information about the curriculum and the use of additional funding for disadvantaged pupils and PE and sport is published.

Safeguarding

- The arrangements for safeguarding are effective.
- The school's recruitment checks on staff are compliant with current regulations to ensure that pupils are kept safe.
- School leaders, governors and trustees ensure that staff receive up-to-date training in the safeguarding of children, and this training is put into practice across the school. Records are well kept, and staff are knowledgeable about raising concerns they may have about the welfare of a child.
- Pupils can explain how to stay safe outside of school, including when using online information and social media.
- Pupils told the inspector that they feel safe at school. This view is confirmed by pupils' responses to the school's pupil questionnaire.

Quality of teaching, learning and assessment

Requires improvement

- Teachers do not have high enough expectations of what pupils can achieve. Many activities provided for pupils are too easy and do not provide them with enough opportunities to think deeply. In some cases, teachers provide activities that restrict the extent to which pupils can demonstrate what they know and can do.
- Teachers do not adapt teaching activities accordingly to provide sufficient challenge for

the most able. When pupils need harder tasks, teachers do not routinely provide new activities for them to take the next steps in their learning. The result of this is small proportions of pupils who are working at the higher standards or at greater depth in reading, writing and mathematics.

- Teachers do not consistently follow the school's extended writing procedure. Many pupils do not practise extended writing as often as required, and, as a result, do not get enough opportunities to learn from their mistakes and improve their writing. The impact of this is evident in the proportion of pupils reaching the expected standard in writing being lower than national averages in both key stage 1 and key stage 2.
- Pupils' handwriting is of a poor standard. Teachers do not routinely check or insist that pupils join their handwriting correctly.
- Teachers do not always model the correct spelling of key words for pupils and, too often, teachers do not help them to correct their thinking when they make spelling mistakes. Many pupils continue to make basic spelling errors because teachers do not insist that they correct them.
- Teachers are not consistently effective in applying the school's feedback policy. Work in books shows that guidance is sometimes inaccurate or misleading, which limits pupils' progress.
- In mathematics, teachers do not provide enough opportunities for pupils to develop a firm grasp of basic calculations, including multiplication tables. Consequently, many pupils do not progress rapidly enough to learn more challenging mathematics that requires fluent calculations.
- In history, geography and science, teachers do not teach in enough depth for pupils to make consistently good progress. Teachers teach pupils many facts within these subjects, but do not consistently teach the unique skills and understanding for each subject. For example, pupils do not have enough regular opportunities to work and think as historians, even though they have memorised historical facts.
- Teachers do not provide consistently well for pupils who have SEN and/or disabilities across the school. These pupils make good progress in classes where their learning needs are carefully considered and accommodated. Work in pupils' books shows that this practice is not the case in all classes.
- School leaders are aware that they need to create more effective ways of communicating with parents in relation to how well pupils are doing in school. Many parents have reported on Ofsted's parent questionnaire, Parent View, that the school's communication is not yet effective.
- The teaching of reading is effective. The inspector saw many pupils enjoy reading a wide range of challenging texts and use their knowledge of phonics to read difficult words confidently.
- Teachers provide enriching opportunities for pupils to learn about art, music and drama. Pupils spoke with the inspector knowledgeably and with pride about their artistic achievements, including their regular performances at national and regional music venues.

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good
- Pupils feel safe, happy and well cared for. The school's pupil questionnaire shows that, where pupils have concerns or worries, they can turn to a trusted adult for support. This was confirmed by what pupils told the inspector.
- Pupils spoken with during the inspection, and those who responded to the school's pupil questionnaire, said that on the rare occasions when bullying occurs, school leaders and teachers will deal effectively with any concerns they have.
- Teachers provide well for pupils' spiritual, moral, social and cultural development. Pupils understand the importance of learning about diversity and different cultures and faiths. While some pupils told the inspector that there have been racist incidents in previous school years, they felt confident that the school has managed these well. Pupils said that people from all different backgrounds are welcome at the school.
- Pupils enjoy the many opportunities for cultural development in art, music and drama. In art, for example, pupils show great interest in learning about Indian patterns and English landscapes.
- Pupils have a good understanding of what makes a healthy lifestyle and know how to keep themselves safe. Pupils show a detailed understanding of online risks and what to do to stay safe, including when playing video games.
- Lunchtime supervisors understand the needs of pupils well and create an environment in which all ages play well together. Older pupils enjoy taking responsibility for younger pupils and this is well received. One pupil in Reception spoke for many when she said, 'People are kind here. I like how we play with older friends.'

Behaviour

- The behaviour of pupils requires improvement.
- Pupils regularly demonstrate positive attitudes towards their learning, but there are too many instances of distracting behaviour in some lessons. While pupils said that this has improved over the last year, they agreed with the many parents that reported to the inspector about incidents of disruptive behaviour being too frequent in some areas of the school. This was seen by the inspector in some lessons.
- Most pupils are keen to learn and work well in the positive atmosphere created in most classrooms. Where teachers do not ensure that learning activities are well matched to pupils' needs, a small proportion of pupils lose focus and their behaviour can distract others.
- Pupils conduct themselves sensibly and with consideration for others when moving around the school
- While leaders reduced persistent absence in 2018, the attendance of pupils is below the national average.

Outcomes for pupils

Requires improvement

- In 2017, the proportion of pupils at key stage 2 who reached the expected standard in reading, writing and mathematics combined was below the national average. Although results look promising in 2018, the proportion of pupils who met the expected standard in reading, writing and mathematics combined remains below the national average.
- Teaching too often does not encourage pupils to extend and deepen their thinking. The proportion of pupils at key stage 2 who reached the higher standard in writing and English grammar, punctuation and spelling was below the national averages in 2017.
- In 2017, the proportion of pupils at key stage 2 who reached the expected standard in writing and English grammar, punctuation and spelling was lower than national averages. Provisional data shows that this was also the case in 2018.
- While the proportion of pupils in key stage 1 who reached the greater depth standards in writing was above the national average, provisional results show that this was not the case in 2018. Work in books also shows that inconsistent use of joined-up handwriting has prevented some pupils from reaching the greater depth standard.
- Inconsistent quality of teaching, learning and assessment in subjects other than English and mathematics is leading to too many pupils achieving below what they should in some of these subjects. While pupils' work shows high achievement in art, music and drama, this is not the case in geography, history and science.
- Progress in mathematics in key stage 1 and key stage 2 is not good. Work in books shows that too many pupils do not have a secure understanding of the necessary basic calculations for success in mathematics.
- Progress for pupils who have SEN and/or disabilities is inconsistent. In classes where teachers provide support that is targeted at the specific needs of the pupils, they achieve well. In other areas, activities and support are not appropriately planned for, so pupils do not learn as well as they could.
- Disadvantaged pupils' achievement was inconsistent in 2017 and 2018. Leaders have been successful in key stage 1 at supporting disadvantaged pupils so that they reach the expected standards in reading, writing and mathematics in line with national averages. Work in books and school information shows that this is not the case across the school in all subjects and years.
- The proportion of pupils achieving the expected standard in the phonics screening check has improved over the last two years, with results in 2017 reaching above the national average. Provisional results show a continuation of this trend in 2018.
- In 2017, progress in reading in key stage 2 was well above average in comparison with other schools nationally. Work in books and provisional results show that this has been sustained in 2018.

Early years provision

Requires improvement

- From broadly typical starting points on entry to Reception, children make inconsistent progress. This is due to teaching and activities not always helping children to reach challenging goals in their learning. The good level of development measure was in line

with the national average in 2017, but the proportion of children who reached the expected standard in writing was below the national average. Provisional results in 2018 show that children achieved less well in reading, writing and mathematics than the other areas in the early years curriculum.

- Children usually behave well. They enjoy working together in groups and have warm relationships with each other and their teachers. When behaviour is not good, it is because not all children have developed the necessary social skills and vocabulary to resolve disagreements.
- Leaders have not always acted quickly enough to assess the needs of children who show early signs of having SEN and/or disabilities. As a result, support for these children has been delayed.
- Leaders have accurately identified the need to improve communication between teachers and parents so that children can be supported to make better progress.
- The outdoor area is well organised for children to develop their physical skills. Children have regular access to this space, and they enjoy the interesting and stimulating activities to choose from.
- Children enjoy learning and move around the class, the school and the playground sensibly. Children understand risks and play safely.
- Leaders have ensured that children are safe and well cared for in the early years. Child protection and first-aid requirements for staff are in place and understood by all staff.

School details

Unique reference number	143056
Local authority	Suffolk
Inspection number	10053552

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

Type of school	Primary
School category	Academy converter
Age range of pupils	5 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	71
Appropriate authority	Board of trustees
Chair	Kit Wells
Headteacher	Claire Dunnell Paley
Telephone number	01359 250854
Website	www.bardwell.suffolk.sch.uk
Email address	bardwell@tilian.org.uk
Date of previous inspection	Not previously inspected

Information about this school

- Bardwell Church of England Primary School converted to become an academy on 1 August 2016. When its predecessor school, Bardwell Church of England Voluntary Controlled Primary School, was last inspected by Ofsted, it was judged to be good overall.
- Bardwell Church of England Primary School is smaller than the average-sized primary school.
- The senior leadership team is made up of the headteacher and the senior teacher. The chief executive officer (CEO) of the trust oversees the work of the headteacher.
- The local governing body report to the trustees.
- The proportion of pupils whose first language is not, or believed not to be, English is lower than the national average.
- The proportion of pupils who are supported for SEN and/or disabilities is above

average, and the proportion of pupils who have an education, health and care plan is below average.

- The proportion of pupils who are eligible for support through the pupil premium is below the national average.

Information about this inspection

- The inspector met with the headteacher, the CEO of the trust, the trust's school improvement advisor and middle leaders. He also held a meeting with the chair and deputy chair of the multi-academy trust, the chair and other members of the governing body.
- The inspector observed lessons across the school, and a scrutiny of pupils' books was carried out jointly by the inspector and the headteacher. The inspector listened to a small number of pupils in Year 5 read.
- The inspector spoke with parents at the beginning and end of the school day. The inspector also analysed responses from 28 parents to the Ofsted online questionnaire, Parent View, and 26 free-text responses.
- The inspector also considered the school's own pupil questionnaire. He spoke to teachers, support staff and pupils throughout the course of the inspection.
- The inspector took into account a wide range of information, including the school's website, development plan, assessment information from its pupil tracking system and leaders' monitoring of teaching and learning. The inspector reviewed documentation relating to safeguarding, as well as governing body minutes and information from the multi-academy trust.

Inspection team

Al Mistrano, lead inspector

Her Majesty's Inspector

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