



# Britannia Primary School and Nursery

Inspection Report

**Unique Reference Number** 124653  
**LEA** SUFFOLK LEA  
**Inspection number** 281772  
**Inspection dates** 15 November 2005 to 16 November 2005  
**Reporting inspector** Ms. Ruth Frith LI

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

<b>Type of school</b>	Primary	<b>School address</b>	Britannia Road
<b>School category</b>	Community		IP4 5HE
<b>Age range of pupils</b>	4 to 11		
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01473728566
<b>Number on roll</b>	577	<b>Fax number</b>	01473728566
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Mr. Kevin Bryan
<b>Date of previous inspection</b>	7 February 2000	<b>Headteacher</b>	Mrs. Karen Heath

<b>Age group</b> 4 to 11	<b>Inspection dates</b> 15 November 2005 - 16 November 2005	<b>Inspection number</b> 281772
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## Introduction

The inspection was carried out by four Additional inspectors.

## Description of the school

This is a much larger than average sized primary school with a nursery. Many pupils come from the immediate socially mixed area but because of the school's popularity, approximately a quarter choose to come from outside the school's catchment area. The percentage of pupils receiving free school meals is below the national average. Children's attainment on entry covers a wide range but overall is similar to that usually seen in children of this age. The percentage of pupils with special educational needs is below average and seven children have a statement of special educational needs because they need considerable help with their learning. These pupils have a wide range of learning difficulties and disabilities. Most children come from White British backgrounds but a significant minority come from a wide range of other ethnic groups. An increasing number speak English as an additional language.

## Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## **Overall effectiveness of the school**

### **Grade: 2**

This is a good school with some outstanding features. Improvement since the last inspection has been good. The enthusiasm and commitment of staff and governors, together with the headteacher's outstanding leadership indicate that the school has a good capacity to improve even further. Staff have a clear understanding of what they do well and identify appropriate priorities for improvement. This arises from the excellent self-evaluation procedures, the results of which closely correlate with the inspection findings. Quality and standards in the Foundation Stage are now good, due to recent improvements in the curriculum and teaching. Standards at the end of Year 6 are exceptionally high in mathematics and science and above average in English. There has been a steady trend of improvement in all subjects over the past five years. This indicates that pupils' achievement is always at least good and sometimes outstanding. The curriculum is vibrant and stimulating, making pupils enthusiastic and keen to learn. Limited resources and facilities for information and communication technology (ICT) are restricting the quality of teaching and learning and the progress the pupils make in the subject. Teaching and learning are good overall. Although there is some outstanding teaching there is some in Years 1 and 2 that is only satisfactory. The school provides good value for money.

### **What the school should do to improve further**

- bring about further improvement to the quality of teaching in some of the infant classes - develop and improve facilities and resources for ICT.

## **Achievement and standards**

### **Grade: 2**

From broadly average starting points, pupils generally make at least good progress and achieve well. Children are keen to learn when they start school and the good quality teaching they receive results in them quickly settling to the school routines and doing well. By the time they reach the end of Year 2, standards in reading, writing and mathematics are above average. Pupils in the current Year 2 are generally being challenged appropriately and school monitoring indicates that they are likely to meet the realistic targets set. Pupils' achievement in Years 3 to 6 is good in English but exceptionally good in mathematics and science. At Year 6, they reach above average standards in English and outstanding standards in mathematics and science. The school has recognised the need to further raise achievement in English and staff have recently developed good strategies to improve standards, particularly for boys. More capable pupils receive sufficiently challenging work which results in them also achieving well. This can be seen by the high percentage of pupils who attained above the expected standard for their age in mathematics and science in the 2005 national tests. Pupils with learning difficulties achieve well because their needs are quickly identified and good support is given by the specialist teacher, class teachers and support staff. Pupils who speak English as an additional language make similar progress to others in the

class because the school identifies their needs well and places good emphasis on developing speaking and listening throughout the school.

## **Personal development and well-being**

### **Grade: 2**

The school promotes pupils' spiritual, moral, social and cultural development well. This is done mainly through the curriculum. In particular, religious education and personal, social and health education lessons make a strong contribution to developing pupils' personal qualities. There is a varied and interesting programme of school assemblies. These present many opportunities for pupils to consider personal traits such as determination and loyalty, and to reflect upon complex ideas like peace and miracles. The school is particularly effective in introducing pupils to the features of other cultures and the diversity of British society. The school is equally effective in promoting pupils' personal development informally through its ethos and the expectations that teachers have of their pupils. Pupils have very positive attitudes and get great pleasure from their learning. They are keen to explore new ideas, willing to participate and ready to accept the challenges that the best teaching provides. Pupils behave well in lessons, at lunch and in the playground. They move around the school sensibly and safely. Pupils have a good understanding about being safe and remaining healthy through lessons that consider topics such as sex and relationships education, tobacco, alcohol, and bullying. After-school sporting activities like short tennis also help pupils to develop a healthy lifestyle. They learn about jobs and work and the responsibilities associated with living in the wider community. They are able to take on responsibility within their own school community through, for example, being a representative on the school council. The school gives pupils a good foundation in basic skills, which prepares them well for the next stage in their education and life beyond school. Attendance is good.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

The school's leadership and the staff know that teaching and learning are generally good because regular, high quality monitoring and evaluation takes place at all levels in the school. The inspection team confirms this assessment. The vast majority of lessons are good and some are outstanding. However, a few lessons in Years 1 and 2 are only satisfactory. Resolving this disparity in the quality of teaching would raise standards even further. Planning is excellent and teachers provide a wide range of activities that excite and challenge the pupils. The teaching of skills is central to planning and great care is taken to maximise opportunities to teach pupils a range of useful strategies. This was seen most clearly in mathematics lessons where pupils confidently applied their own preferred methods to solve carefully planned practical activities. Teaching and learning in mathematics and science are particularly good and some pupils make outstanding progress. Teachers make skilled use of questioning and

discussion to develop pupils' self-confidence and to widen their understanding. Very close collaboration between teachers and the learning support assistants allows pupils to learn at a rapid pace and make good progress. Pupils behave well in class and remain on task because teachers use positive strategies to foster their co-operation and pupils are interested in what they are doing. All staff have very high expectations of pupils. Together with good quality assessment and recording procedures that are thoughtfully applied, teachers ensure work is well matched to the needs of individual pupils. Pupils who speak English as an additional language, higher attaining pupils, the gifted and talented and those with learning difficulties and disabilities are all well supported. This ensures that all pupils make at least good progress and achieve well.

## **Curriculum and other activities**

### **Grade: 1**

The curriculum is outstanding. It creatively meets statutory requirements and the needs of pupils. Because activities are interesting, most pupils really enjoy their work and they are keen to share their knowledge. In many lessons there is a buzz of excitement and activity as they set about their tasks. In the nursery and reception, the effective planning ensures children take full advantage of learning through discovery and investigation, and the activities maintain their interest. Good liaison between nursery and reception strengthens the impact of a good Foundation Stage curriculum. Throughout the school, really good use of cross-curricular activities such as extended speaking and listening tasks, art and design technology projects are enhancing all subjects. ICT is used effectively wherever possible, but the impact is limited by the need for more resources in this large school. Pupils with learning difficulties and disabilities are very well provided for. There is good provision for those who speak English as an additional language. The provision for personal and social education is excellent. Staff ensure that very effective strategies encouraging the health, safety and well-being of children are carefully woven into all classes. The curriculum is enriched with an extensive range of educational visits and knowledgeable visitors. These help pupils gain a much better appreciation of the arts, environmental issues and the wider world. There is a very good range of extra-curricular activities that includes sport, music and foreign languages.

## **Care, guidance and support**

### **Grade: 1**

The school provides outstanding levels of care for all children. Child protection procedures are well established and fully understood by staff and governors. The 'community club' is an excellent provision for children who need additional support at various stages in their school lives. The current group of children speak enthusiastically of the skills they have learned, and have an excellent understanding of how the club activities have helped them to express and manage their feelings in an appropriate way. Children of all ages and abilities are comfortable about sharing their news with any adult in the school, and are confident that they will be kindly treated if they have any problems. Explicit individual and group targets in literacy and

numeracy help the children to build on their existing strengths and show them the steps they need to take to improve their learning still further.

## **Leadership and management**

### **Grade: 2**

Leadership and management of the school are good overall. The leadership of the headteacher is outstanding. This is evident in the way staff work as a team, sharing her vision and high expectations. Morale is high. Aspects of the school's work are used as a model for other schools to learn from. The headteacher is well supported by other senior managers who share her drive for higher standards and quality education. The school's self-evaluation process is exceptionally good. It is thorough and accurate thereby providing staff with evidence of success, a clear way forward and challenging targets. Aspects of this can clearly be seen in the way that the school has already identified the same areas for improvement as the inspectors and started to work on these. The school improvement planning process is very thorough. Parents are regularly consulted and, almost universally, say this is an effective school. Significant improvements have been made since the last inspection and the partnership with parents is now good. Governance is good. Governors have a clear understanding of the school's effectiveness and support staff well. Good financial management enables them to keep a close watch on spending and ensure that resources are used well. Because of the good work of the headteacher, deputy headteacher, staff and governors, and the continuing trend of improvement, the school's capacity for further improvement is good.

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## Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	<b>School Overall</b>	<b>16-19</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	2	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	1	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

### Achievement and standards

<b>How well do learners achieve?</b>	2	NA
The standards <sup>1</sup> reached by learners	2	NA
How well learners make progress, taking account of any significant variations between groups of learners	2	NA
How well learners with learning difficulties and disabilities make progress	2	NA

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	2	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	NA

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	2	NA
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	1	NA
<b>How well are learners cared for, guided and supported?</b>	1	NA

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	1	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	NA
How effectively and efficiently resources are deployed to achieve value for money	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

<b>The extent to which schools enable learners to be healthy</b>	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
<b>The extent to which providers ensure that learners stay safe</b>	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
<b>The extent to which learners make a positive contribution</b>	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
<b>The extent to which schools enable learners to achieve economic well-being</b>	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

### **Text from letter to pupils explaining the findings of the inspection**

I am writing on behalf of the inspection team to say how much we enjoyed visiting your school. Thank you for looking after us, for making us feel so welcome, and for talking to us about your school and the work you have done. We particularly liked the following. - You really enjoy school and are keen to do good work. - You do well in school and reach standards above those we often see in schools similar to Britannia, particularly in mathematics and science. - The curriculum is outstanding which helps to make lessons interesting. - There is a very good range of clubs and other activities which you enjoy and do well in. - You behave well and are kind to each other. You work and play together very well. - Staff look after you exceptionally well and you feel safe in school. - All the staff work very well together as a team to ensure that you learn a lot. They enjoy teaching you and some of the teaching is outstanding. Mrs Heath gives excellent leadership and all staff work hard to improve the school and ensure you receive a good education. She has spoken to us about the following things she would like to do and we agree with her. She wants to: - continue to improve teaching in the infants so that you all achieve as well as you can. - improve the facilities and resources for information and communication technology (ICT) so that you have more opportunities to develop your skills. Thank you once again and good luck in the future.