



The Albert Pye Community Primary School

Inspection Report

Unique Reference Number 124570
Local Authority SUFFOLK
Inspection number 293036
Inspection dates 25–26 January 2007
Reporting inspector Cheryl Thompson

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

Type of school	Primary	School address	Frederick's Road
School category	Community		Beccles
Age range of pupils	3–9		Suffolk NR34 9UL
Gender of pupils	Mixed	Telephone number	01502 713420
Number on roll (school)	223	Fax number	01502 710395
Appropriate authority	The governing body	Chair	Rev Roger Prime
		Headteacher	Mrs Melanie Mills
Date of previous school inspection	28 January 2002		

Age group 3–9	Inspection dates 25–26 January 2007	Inspection number 293036
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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

The school serves the local community and has nine classes including a nursery. Pupils leave the school at the end of Year 4 to attend Beccles Middle school. Almost all pupils are White British with a very small number of minority ethnic pupils at the early stages of learning English. There are average numbers of pupils who have learning difficulties and disabilities and an average proportion of pupils who are eligible for free school meals. Attainment on entry is below average, especially in the areas of literacy and numeracy. In September 2006 the school became federated with Ravensmere Infant school. The headteacher has responsibility for both schools. The federation means that staff expertise and resources can be shared between the two schools to the benefit of all pupils.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

The school is correct in its view that it is a good school. Pupils achieve well and attain average standards at the end of Year 2. Pupils thoroughly enjoy all that the school has to offer and demonstrate this with their regular attendance and keenness to learn. The great majority of parents are very supportive of the school and have many good things to say about it. Teaching is good overall. Where teaching is not outstanding, teachers are not routinely setting high enough expectations for what they expect pupils to accomplish by the end of the lesson. Excellent relationships within classes mean that pupils feel safe and secure. Consequently, they show very good levels of independence and initiative in lessons and are in no doubt that their opinions will be respected. The good curriculum provides relevant links between subjects with themes such as 'hedgehogs' to capture pupils' interests. The good programme of personal, social and health education has ensured pupils have a good understanding of how to eat healthily and keep themselves safe and fit. Provision in the Nursery and Reception classes is good overall with the best teaching seen in Reception. Through exciting activities and visitors, Reception children, particularly, develop very good knowledge about the wider world. When early literacy and numeracy skills are taught, they are taught well. Currently, though, these skills are not taught frequently enough to make up for the identified deficits in these areas on entry.

Pupils' personal development is outstanding partly because it is underpinned by good care, guidance and support. There is an exceptional commitment to including all pupils regardless of their difficulties or disabilities. Each pupil is known well and any signs of distress quickly noted. Pupils are totally confident that should they have any concerns, their teachers will 'deal with it'. The flexibility of staff deployment between the federated schools has already had a significant impact in helping new pupils from Ravensmere settle in seamlessly to Year 3. Academic guidance is good. The school's good tracking system ensures that, from the start of Year 2, pupils are set challenging targets for progress over a school year. Currently, the school is not making the most efficient use of the information it has to set targets for Year 1.

Pupils' spiritual, moral, social and cultural development is good. The strengths in the social and moral elements are reflected in pupils' excellent behaviour. They work and play together extremely well. They take responsibility seriously and contribute a good deal to the school and wider community through the school council and class councils. These qualities, together with their sound literacy and numeracy skills prepare them well for their future.

Leadership and management are good. Since her appointment in September 2006 and the start of the federation, the headteacher has managed changes extremely well. These changes, such as deployment of teaching assistants and purchase of high quality resources, are already having an impact on pupils' progress and personal development. Self-evaluation and the resulting improvement planning are good. From an astute analysis of the strengths of the schools and their staff, the headteacher has formed a talented senior team who share her determined vision for a 'centre of excellence

with high standards and a love of learning'. The school provides good value for money and has a good capacity to improve further.

What the school should do to improve further

- Ensure the quality of teaching is consistently good by making sure that teachers know the features of good or better lessons and set high expectations for their pupils.
- Make better use of data to set targets for Year 1 pupils.
- In Nursery and Reception, increase the emphasis on teaching basic literacy and numeracy skills.

Achievement and standards

Grade: 2

Achievement is good. Pupils with learning difficulties have their needs quickly identified and appropriate support is provided. Pupils with English as an additional language also make good progress because they have skilled and sensitive support. Pupils with disabilities thrive because of the excellent links with special schools and the support of the whole school community.

Pupil data show that at the end of Reception, attainment is below the level that is typical for the age group particularly in literacy and numeracy skills. Pupils make good progress as they move from Reception through the school. Standards in national teacher assessments in reading, writing and mathematics are usually average but in 2006, standards dropped significantly. Data show that this group of pupils started in Year 1 at a significantly lower level than is usual for the school. However, it is clear from the school's tracking that these pupils achieved well in relation to their starting points. Standards in Year 4 are slightly above average.

In the Foundation Stage, children make good progress in relation to their starting points in the Nursery, particularly in their personal development and knowledge and understanding of the world.

Personal development and well-being

Grade: 1

Pupils' personal development and well being is outstanding. They enjoy coming to school and involve themselves enthusiastically with all that it has to offer. Attendance is similar to the national average. Excellent relationships between staff and pupils mean that attitudes to learning are very positive. Pupils understand that bullying is unacceptable and any incidents are rare and dealt with effectively. They have a good understanding of a healthy diet and demonstrate this when they choose their school dinners. Pupils take pride in accepting responsibilities such as class and school council members.

Good links with the local community involve activities such as singing at various events and making posters for Beccles' Christmas evening.

Quality of provision

Teaching and learning

Grade: 2

The quality of teaching is good overall and ranges from satisfactory to outstanding. Teachers have a good understanding of what pupils know and need to learn next and plan accordingly. Very good organisation of proficient teaching assistants to supervise classes means that teachers of the same year groups have time to plan together. In this way good ideas and subject expertise are shared so that all pupils have similar lessons. A very effective feature is teachers' encouragement of independence and initiative by pupils. However, on occasions, because teachers are not setting firm expectations, pupils' planning and discussions go on too long and they do not accomplish all that they should in the lesson.

Curriculum and other activities

Grade: 2

The curriculum is good and enriched with a wide range of visits and visitors so that it meets and extends pupils' interests well. The good range of clubs and sporting activities such as mat-ball, provides pupils with good opportunities to develop teamwork skills. The Foundation Stage curriculum is good, especially in Reception. In the Nursery, in some of the planned activities, opportunities are missed to develop children's vocabulary.

Care, guidance and support

Grade: 2

Care, guidance and support are good. Arrangements for safeguarding pupils meet the latest government requirements. Procedures for child protection are very thorough. Home visits before children start school and visits to the middle school before they leave provide for a smooth start to new situations. Pupils finding it difficult to cope in class are helped to manage their problems and behaviour through work in small nurture groups. Excellent links with outside agencies ensure that pupils with learning difficulties and disabilities have the right help and equipment. Pupils know what they need to do to improve their work. They are very involved with reviewing their own progress and setting further targets. Parents, too, are involved in this process at parents' evenings when their children suggest ways in which parents can help them achieve their targets.

Leadership and management

Grade: 2

The impressive vision for nothing less than excellence, and effective team work is central to the good leadership and management. The headteacher took over a 'good'

school and has already brought about further improvements. These are evident in areas such as Reception children's excited response to newly-purchased high quality story sacks, and well-organised support for pupils with learning difficulties in Year 3. Through the federation status, teachers in both schools have refined their knowledge of assessment which has led to more precise target setting. They are sharing high quality professional development which is having a significant impact on the team spirit within the school. The headteacher and new senior team have a very clear understanding of the school's strengths and areas for improvement. They have made an exceptional start in a short time on their quest for excellence. The excellent links with the Ravensmere Infants, special schools and middle schools are already having a good impact on the quality of education provided at Albert Pye.

Governors discharge their responsibilities efficiently and have a good understanding of the standards attained in the school. They have given the headteacher and staff their full support in committing to federation status and they work productively with governors of Ravensmere.

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Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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Overall effectiveness

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

Achievement and standards

How well do learners achieve?	2
The standards ¹ reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

Personal development and well-being

How good is the overall personal development and well-being of the learners?	1
The extent of learners' spiritual, moral, social and cultural development	2
The behaviour of learners	1
The attendance of learners	3
How well learners enjoy their education	1
The extent to which learners adopt safe practices	1
The extent to which learners adopt healthy lifestyles	2
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

The quality of provision

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

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

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively performance is monitored, evaluated and improved to meet challenging targets	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

29 January 2007

Dear Children

Albert Pye Community Primary School, Frederick's Road, Beccles, Suffolk NR34 9UL

Thank you for welcoming us to your school and being so friendly and helpful. We were very impressed with your behaviour in lessons and in the playground, especially in the exciting snow.

We think you go to a good school and that everyone looks after you well. When we visited your classrooms and looked at your work, we could see that your lessons are interesting and you enjoy your work. You told us that you like school and one of the best things about it are the teachers. We think they are good too. We have asked them to make sure they tell you what you need to get finished in lessons so that you don't spend too long on your planning and discussions.

Mrs Mills and the senior teachers are doing a good job running your school and are improving things for you at a good rate. We have asked them to do some things to make it even better. We think children in Year 1 could be included in the way the school sets targets for you and keeps a close eye on your progress. Also, we felt that children in Nursery and Reception would make even better progress if they could have more practice learning and using letter sounds to help them read and write.

Thank you all again for being so helpful.

All good wishes

Cheryl Thompson

Lead Inspector