

Bacton Community Primary School

Inspection report

Unique Reference Number	124567
Local Authority	Suffolk
Inspection number	314966
Inspection date	24 September 2008
Reporting inspector	Colin Henderson

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

Type of school	First
School category	Community
Age range of pupils	4–9
Gender of pupils	Mixed
Number on roll	
School (total)	117
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
Appropriate authority	The governing body
Chair	Mr Neil Sargent
Headteacher	Mrs Joanne Lundy
Date of previous school inspection	22 November 2004
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Tailors Green Bacton Stowmarket IP14 4LL
Telephone number	01449 781367
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Age group	4–9
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Introduction

The inspection was carried out by one Additional Inspector. The inspector evaluated the overall effectiveness of the school and investigated the following issues: current achievement in the school; the use of assessment and tracking procedures; the involvement of key staff and governors in checking how well the school is doing and targeting improvement, and the effectiveness of the Foundation Stage. Evidence was gathered from observation of lessons, scrutiny of pupils' work, discussion with pupils, staff, some parents and governors, and an analysis of school documents and questionnaires returned by parents.

Other aspects of the school's work were not investigated in detail but the inspector found no evidence to suggest that the school's own assessments, as given its self-evaluation, were not justified, and these have been included in the report where appropriate.

Description of the school

Pupils come from the local and surrounding villages and from a broad range of social backgrounds. The proportion of pupils from minority ethnic backgrounds is below average and all pupils speak English as their first language. The number of pupils with learning difficulties and/or disabilities is below average for a school of this size. The attainment of children who start their final year of the Early Years Foundation Stage (EYFS) in the Reception Class varies from year to year, although it usually meets national expectations for their age. The school has been awarded the Active Mark, National Healthy Schools status and the Basic Skills Primary Mark. As part of the local authority's Extended School project, there are pre and after-school clubs on site.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 1

This is an outstanding school where pupils receive an excellent education. They and their parents value it highly. This is reflected in their many very positive comments, such as 'a super school' and 'it is a real asset to the community'. The very caring, supportive ethos enables pupils to gain in self-confidence and to value and respect each other. As a result, pupils' personal development and well-being are outstanding. Everybody looks out for each other to ensure that they are happy and enjoying school, for example, through the work of the 'Bacton Buddies'. Pupils' behaviour is exemplary. They are keen to meet the staff's high expectations and gain recognition, for example, by achieving team points and achievement certificates. Pupils clearly enjoy school, as shown by their good attendance and diligent and eager attitudes in lessons.

Pupils' achievement is excellent. It results from outstanding teaching, pupils' desire to learn, the good quality support and guidance for each individual and the determination of the headteacher and her staff to maintain high performance. Standards are consistently above the national average, as reflected in the national tests in Year 2. They are consistently well above nationally expected levels by the time the pupils leave at the end of Year 4. Parents give very good support. The headteacher and staff have established a comprehensive tracking mechanism to use assessment information very effectively to check carefully on the progress of every pupil. They liaise closely with the pre-school to know exactly what each child knows and understands before starting in the Reception class. They frequently review this information to identify any areas of under-performance and target extra support or extension work to ensure that all achieve exceptionally well and fulfil their potential. As a result, more-able pupils sustain high standards. For example, the writing of some of the most able Year 4 pupils matches that expected of pupils in Year 6. Those who find learning difficult make excellent progress and most attain nationally expected standards.

The determined and pro-active leadership of the headteacher is outstanding and a key factor in the school's effectiveness. She has rapidly built a very strong staff team in which all members are encouraged and enabled to use their particular skills and talents to contribute to the school's success. Many parents commented on her drive and strong leadership. One parent wrote 'The school has progressed at an incredible pace since she has been headteacher'.

Staff check closely on how well the school is doing. They share their ideas and pool their energies to combine successfully to improve the school. For example, teaching and learning have improved to become outstanding, particularly in Years 2 and 4, in response to regular observation and evaluation and teachers' willingness to share ideas. Teachers plan interesting lessons carefully to match the full range of learning needs. In classrooms, teachers use resources very effectively to capture pupils' attention and stimulate their learning. They manage their classes to ensure that pupils focus their efforts on meeting the teacher's high expectations. As a result, lessons are enjoyable and achievement is excellent. Teachers encourage pupils to take increasing responsibility for their own learning, for example, through self-assessment. They use improvement targets very successfully in literacy to help pupils gain a clear insight into how well they are attaining and how they can improve. These targets are beginning to be used effectively in mathematics, although these are not yet as consistently established.

The strong teamwork includes all members of the school community. Governors are very supportive and are more actively involved in evaluating and improving the school than at the last inspection. They ensure that staff and pupils benefit from a fully secure and safe working

environment. Pupils are proud of their school and have a strong sense of belonging and contributing to the school and local communities. For example, members of the School Council take great care when interviewing and appointing other pupils who have applied for posts of responsibility, such as members of the Healthy Schools team. Pupils' designs for a pond and environmental area helped to secure a bid for improving the local community and the school hosts Family Learning programmes to encourage life-long learning. Pupils are gaining a deeper understanding of communities in other parts of the world, for example through links with a school in South Africa and an African history day. Their knowledge of the world of work is enhanced by their involvement in the Young Enterprise programme and class activities focused on setting and achieving goals.

Pupils succeed in many areas. They enjoy an outstanding curriculum that is enhanced very well by an excellent range of clubs and trips. They have a good understanding of healthy lifestyles and participate eagerly in a good range of sports. Those pupils with particular gifts and talents are encouraged to extend their skills, often in collaboration with other local schools, for example, by organising activities focused on creative thinking. The school has made outstanding improvement since the last inspection. It has an accurate view of its own effectiveness. Its capacity to maintain high standards and the high quality of education is evident in the drive for continued improvement by the headteacher, staff and governors.

Effectiveness of the Early Years Foundation Stage

Grade: 2

Children settle quickly into the Reception class. Effective arrangements introduce them to school life and the friendly, caring, learning environment. Parents particularly value the close links that the school has developed with the on-site Pre School, that help their children to transfer happily and continue to progress in their learning. For example, the use of the same phonics programme is beginning to improve the language skills of many children as they move into the Reception class. Children enjoy an interesting, well-organised range of learning activities based on a multi-sensory approach. This range provides a good balance between activities that are directed by adults and those that children can choose for themselves. An interesting and well-designed outdoor area is used well to encourage achievement in all areas of learning. Good teaching is helping individuals to begin to develop their social and personal skills and become more aware of their own needs and those of others. Adults use questions well to extend children's knowledge, for example number recognition, although occasional inconsistencies in expectations do not ensure that all children contribute fully. The teacher and teaching assistant use on-going assessment effectively to record how each child is developing and the level of adult support they require. This information is then used to inform daily lesson planning. Good teaching and a well-organised programme of activities help children to achieve well. They attain the levels expected of them by the time they enter Year 1 and some exceed expected levels.

What the school should do to improve further

- Extend good practice to help pupils know what they need to do to improve their work, particularly in mathematics.

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Annex A

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?	1
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well being?	1
The capacity to make any necessary improvements	1

Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	2
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	1
How effectively is provision in the EYFS led and managed?	2

Achievement and standards

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

¹Grade 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.

Personal development and well-being

How good are the overall personal development and well-being of the learners?	1
The extent of learners' spiritual, moral, social and cultural development	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	1
The extent to which learners enjoy their education	1
The attendance of learners	2
The behaviour of learners	1
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 learners' needs?	1
How well do the curriculum and other activities meet the range of needs and interests of learners?	1
How well are learners cared for, guided and supported?	2

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	1
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively leaders and managers use challenging targets to raise standards	1
The effectiveness of the school's self-evaluation	1
How well equality of opportunity is promoted and discrimination eliminated	1
How well does the school contribute to community cohesion?	2
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

Annex B**Text from letter to pupils explaining the findings of the inspection**

25 September 2008

Dear Children

Inspection of Bacton Community Primary School, Stowmarket, IP14 4LL

Thank you for making me feel so welcome when I visited your school recently. I enjoyed talking to you about what you do in school, looking at your work and watching you learn. You clearly enjoy school and, together with your parents, most of you think that it is an excellent school - I agree.

I was pleased to see how well you get on together. You behave really well and this means that teachers can get on with the job of helping you learn. I really enjoyed visiting your classrooms and seeing you take part enthusiastically in an excellent range of activities. I would like to say special thanks to the Year 4 pupils I talked to who told me all about life at Bacton. It was interesting to have lunch with, and talk to some of the school councillors about how they are helping to improve the school.

You told me that you learn a lot in school and enjoy your work, especially the good range of school clubs, visits and visitors. I think that your learning is excellent. By the time you reach the end of Year 4, your work is well above the standards expected for your age, especially in literacy. Your teachers make your lessons interesting and you try hard to do what your teachers ask. You are very helpful to each other when suggesting ways to improve your work. Mrs Lundy and her staff are trying to help you learn as well as possible. You are keen to achieve your learning targets in literacy and this is helping to improve your work, especially your writing. I have asked them to give you more guidance to help you achieve your targets in mathematics so that you can gain even higher standards.

Thank you again for helping me to find out about your school. I hope that you will continue to listen carefully to your teachers and to work hard to achieve your learning targets.

Yours sincerely

Colin Henderson

Lead inspector