

Bosmere Community Primary School

Inspection report

Unique Reference Number	124674
Local Authority	Suffolk
Inspection number	328189
Inspection date	21 January 2009
Reporting inspector	John Francis

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	Primary
School category	Community
Age range of pupils	3–9
Gender of pupils	Mixed
Number on roll	
School (total)	228
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	Mrs Nathalie Noyua
Headteacher	Ms Vivian Rolph
Date of previous school inspection	29 November 2005
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Quinton Road Needham Market Ipswich Suffolk IP6 8DA

Age group	3–9
Inspection date	21 January 2009
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Introduction

The inspection was carried out by two Additional Inspectors.

Inspectors evaluated the overall effectiveness of the school and investigated the following issues: progress in mathematics in Year 3, standards in spelling across the school, the development of pupils' independent learning skills and the impact of assessment on pupils' progress. Evidence was gathered from observing work in classrooms, scrutinising school documentation and records of pupils' achievement and progress, discussions with senior leaders in the school and with pupils, and the views of parents through the questionnaire returns.

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

Description of the school

This average sized primary school draws its pupils from the town and the surrounding area. Most pupils are from White British backgrounds and almost all speak English as their first language. Fewer pupils than average are entitled to a free school meal. A greater than average proportion has identified learning difficulties and/or disabilities and the percentage of pupils with a statement of special educational needs is above average. Children come into the Early Years Foundation Stage (EYFS) with levels of attainment broadly in line with those expected for their age group.

The school has the Active Mark award for sports provision.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

This good school demonstrates a good capacity to continue to develop and progress. The excellent leadership provided by the headteacher, well supported by an active and knowledgeable team, has ensured good progress since the last inspection across almost every aspect of the school's work. This is a view clearly shared by the parents. The parent questionnaire returns were exceptionally positive and supportive of all the school does. Comments such as, 'run by a well managed-team, staff not only know the pupils but their parents too', and, 'the school offers a lot of interesting experiences that really enhance the whole learning experience', reflect the views of virtually all parents. This also comes across in the views of the pupils, who refer to their 'lovely headteacher', 'kind and helpful adults' and their 'enjoyment of learning'. However, the school is not just about creating a cosy and comfortable ethos, important as that is; it is also about increasing expectations and raising standards.

Pupils achieve well and standards in reading, writing and mathematics are above average at the end of Year 2 and Year 4. The progress they make between Year 2 and Year 4 is also good, with end of year assessments showing pupils make more than the expected gains over the two years. Good identification of pupils' individual weaknesses and well-targeted support enables those with specific learning needs or disabilities to progress at the same rate as other pupils. Many previously low attainers now achieve close to average levels in their end of year assessments. There is also effective provision for those who show particular gifts or talents through the school's good curriculum and the strong links with other schools in the local partnership. However, there remain some weaknesses in spelling across the school, particularly in pupils' understanding of common spelling patterns. Additionally, there are weaknesses in aspects of mathematics in Year 3. Here pupils, particularly girls, lack confidence in problem solving. However, the school has recognised this and is beginning to tackle it through a range of approaches. Early indications are that these are beginning to show some positive impact. Information and communication technology, an area for improvement from the last inspection, is integrated into much of the work planned, leading to an improvement in pupils' computer skills.

Higher standards and improved progress are down to consistently good teaching. There is a sharp focus across the school on learning and this, along with changes to the curriculum, has had a positive impact on pupils' skills and work habits. Well-planned lessons and strong, positive relationships give pupils confidence to try things for themselves. Good, open questions probe pupils' understanding and the regular use of self-evaluation gives pupils the chance to assess their own achievements. Pupils' enjoyment of learning is outstanding. They are exceptionally positive about the way teachers link subjects together and the opportunities they have to develop their independent learning skills. This is also one of the contributory factors in raising attendance levels. A significant weakness at the time of the last inspection, attendance is now above average.

Through their approach to learning, the school focuses on developing the whole pupil, both academically and personally. There are many opportunities for pupils to work in pairs or small groups, well supported by knowledgeable teaching assistants, where they all benefit from the knowledge of others. As a result, behaviour is good and this approach is leading to pupils taking greater personal responsibility for their learning. A parallel to this is the way all teachers work together to improve the opportunities for pupils to learn in a secure environment. There is a well-developed culture of teamwork across the school. Teachers plan together, share best

practice and constantly strive to hone their skills, enhanced through regular monitoring and through teachers observing each other. There is a clear focus on everyone in school becoming life-long learners.

The whole-school approaches to learning have also enhanced pupils' good personal development. Spiritual, moral, social and cultural development is good. Well-planned topics and links with a multiethnic school in England and with schools overseas have improved pupils' cultural development. Pupils have a well-developed sense of responsibility enabling them to make a good contribution to the life of the school and the wider community. They have a 'voice' in school and feel they are listened to and their suggestions taken on board. Pupils also have a good understanding of what they must do to keep fit and stay healthy. The school's 'healthy eating forum', a group made up of pupils from the school council and parents, is improving the eating habits of the children.

Good assessment and helpful tracking systems ensure that teachers and support staff know pupils well. Pupils' targets are relevant, challenging and understood by the pupils. Work is carefully marked and, through personal comments, teachers offer encouragement. While marking identifies recurring errors and indicates the next steps in pupils' learning, these are not always followed up well enough in subsequent work. There are robust systems to ensure children's safety and safeguarding procedures meet statutory requirements.

The excellent leadership of the headteacher gives clear direction to the work of the school and a very strong lead to the staff. Additionally, good leadership by senior staff and subject leaders means they have a good understanding of what goes on across the school. This provides an accurate view of the school's strengths and areas for further development. With a good range of links, including local, national and international, the school has a satisfactory understanding of its role in developing community cohesion. However, the planning to take this forward and the monitoring of its impact is less well developed. Through the quality of the information they receive, the governing body is improving its knowledge of the school. Until more recently, the governing body has been significantly under strength, placing a heavy burden on those members in post. Now, at almost full complement, it is possible to share this workload more evenly as new governors develop their skills and understanding through regular training.

Effectiveness of the Early Years Foundation Stage

Grade: 2

The good management of the EYFS, consistently good teaching and well-planned activities, create many good learning opportunities for children in Nursery and Reception. Parents are very positive about children's induction into school. The way children settle quickly and their progress in developing personal and social skills reflect this smooth transition. With good teaching and support, children make good progress across all areas of learning. As a result, most reach, and a good proportion exceed, the levels expected by the time they move into Year 1. A good balance between adult-led and child-initiated activities enables children to develop independent learning skills. The range of activities also gives a strong emphasis to children's personal and social development. As a result, behaviour is good and children quickly learn to share resources and take turns. Adults place a strong emphasis on developing children's speaking and listening skills through the 'Every Child a Talker' initiative. However, opportunities for further development are missed during some of the activities. Children know how to stay safe and understand what they need to do to stay healthy. Children in the Nursery have a good range of outdoor activities to enhance those indoors. Major reconstruction to the outdoor provision for children in Reception currently limits their opportunities. However, when finished,

this will provide excellent facilities. Good day-to-day recording systems capture children's successes and adults are building on the local authority initiative for recording these through individual 'Learning Journals'. However, assessment of skills on entry to the EYFS is not detailed enough to ensure teachers have the full picture of the progress children make.

What the school should do to improve further

- Build the mathematical confidence of pupils in Year 3, particularly the girls, through extending investigative, problem-solving approaches to learning.
- Create a clearer policy for developing community cohesion, including procedures to enable governors to monitor its impact more effectively.

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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?	2
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?	2
The capacity to make any necessary improvements	2

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?	2
How effectively is provision in the EYFS led and managed?	2

Achievement and standards

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

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?	2
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
The extent to which learners enjoy their education	1
The attendance of learners	2
The behaviour of learners	2
The extent to which learners make a positive contribution to the community	2
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?	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

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 leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination eliminated	2
How well does the school contribute to community cohesion?	3
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	3
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

22 January 2009

Dear Pupils

Inspection of Bosmere Primary School, Needham Market, IP6 8DA

You might remember that Mrs Tomkins and I visited your school a couple of weeks ago. You made us feel very welcome and we thank you for that. This letter is to tell you what we found out about your school.

All of you that we spoke to were very keen to share your views on the school and talk to us about your work. You told us what a good school this is and we agree with you. All the adults in school care for you and look after you well. They also work hard to make your school somewhere you enjoy coming to and from what you tell us about it, it seems that they are successful in this. From visiting your classes, we can see why you say you enjoy school enormously and that your teachers make your lessons interesting. You also said how much you work hard and try your best, and this shows in the good work you do. All of you work hard to help others and improve your school and you carry out your tasks really well. You told us that everyone in school gets on really well and we could see this in your good behaviour and the way you work and play together.

There is not a lot we have asked your headteacher and teachers to do to help the school to improve. However, we have asked the teachers to give the children in Year 3 more opportunities for carrying out investigations in mathematics so they become more confident in handling numbers and in deciding how they will solve problems. We have also asked the headteacher and governors to plan more ways to help you find out about other communities, both here and in other countries, and to measure the success of these plans.

You can all do your bit by continuing to enjoy all of the exciting things going on. Mrs Tomkins and I wish you well for the future and hope you continue to enjoy your school as much as you do now.

Yours sincerely

John Francis

Lead inspector