

Bawdsey Church of England Voluntary Controlled Primary School

Inspection report

Unique Reference Number	124719
Local Authority	Suffolk
Inspection number	328199
Inspection date	19 June 2009
Reporting inspector	Kathleen Yates

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	Voluntary controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number on roll	
School (total)	87
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 Jonathan Simper
Headteacher	Mr Stephen Green
Date of previous school inspection	13 June 2006
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	School Lane Bawdsey Woodbridge Suffolk IP12 3AP
Telephone number	01394 411365

Age group	4–11
Inspection date	19 June 2009
Inspection number	328199

Fax number

01394 411365

Age group	4-11
Inspection date	19 June 2009
Inspection number	328199

© Crown copyright 2009

Website: www.ofsted.gov.uk

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

Introduction

The inspection was carried out by two additional inspectors. The inspectors evaluated the overall effectiveness of the school, including that of the Early Years Foundation Stage. The following issues were investigated:

- how well pupils throughout the school are currently making progress
- the quality of teaching and learning, care, guidance and support
- the impact of leadership and management
- the strengths in personal development and well-being
- the school's promotion of community cohesion.

The inspectors gathered evidence from observation of lessons, analysis of school documents, parents' views, discussions with senior managers, groups of pupils and members of the governing body. Other aspects of the school's work were not investigated in detail.

Description of the school

This school is much smaller than most primary schools. Most pupils come from White British backgrounds with around five per cent coming from minority ethnic backgrounds where English is not their first language. There are few pupils who are eligible for free school meals. The proportion of pupils with learning difficulties and/or disabilities is average. Children in the Early Years Foundation Stage are taught alongside a few children from Year 1. In some year groups, a high percentage of pupils enter or leave the school part-way through this phase of their education. The school has received the Activemark and school achievement awards. It is registered at silver level as an Eco school in recognition of its work to care for the environment and as an intermediate level International School with the British Council.

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. There are outstanding features in pupils' personal development and well-being and in the care, guidance and support that they receive. All pupils are known as individuals and are highly valued. It is, therefore, no surprise that attendance is much higher than that found in most schools, and that pupils travel from neighbouring villages because of the school's esteemed reputation. Very close partnerships are forged with parents, outside agencies, other local primary schools and the secondary school to which most pupils transfer. All partners work together very well to the benefit of pupils' academic progress and their personal well-being.

Parents' views of the school are overwhelmingly positive and are summed up by the following comments: 'My children are very happy. They are receiving a full and rich education. This school brings out the best in every pupil.' Parents of pupils who arrive with little English as their first language commented that their children 'felt welcomed, supported and included from day one'.

Standards attained vary year-on-year and are affected by the small size of the year groups. By Year 2, standards have been above average for the last two years and highest in writing. This year, standards in Year 2 are lower. Nevertheless, pupils have made good progress from their starting points. By Year 6, standards, overall, are above average. In mathematics, they have been consistently at this level for the last three years. In 2008, in English, Year 6 pupils reached standards that were well above average. They considerably exceeded both the national average and the school's own challenging targets. Standards attained by the pupils currently in Year 6 are similar to those attained last year. All pupils, including those with learning difficulties and/or disabilities, achieve well and make good progress.

Personal development and well-being are outstanding. Pupils are extremely courteous and their behaviour is exemplary. They have an outstanding knowledge and understanding of the benefits of physical exercise and healthy lifestyles. Participation in the local sports partnership helps pupils to develop their physical skills. They have an excellent knowledge of what represents unsafe situations and know what to do to keep themselves safe from harm. Pupils in Year 6 enjoy a camping and cycling week-end, reinforcing the teamwork and safety skills they have learned. Themes, such as 'environmental awareness and safety', and an Anglian Water workshop help pupils to be very aware of the importance of looking after both themselves and the environment. Good social skills and above average levels in literacy and numeracy by the end of Year 6 help to ensure that pupils are well prepared for the next stage of education and their future lives.

Teaching and assessment are good. There is a brisk pace to learning. This is because teachers have good subject knowledge and make lessons interesting so that pupils concentrate well. Skilled teaching assistants effectively support those pupils who have learning difficulties, and 'booster' sessions ensure that the more able pupils in mathematics are presented with extra challenges. At times, there is too much direction from teachers in lessons so that opportunities are missed for pupils to develop independent working skills to carry out investigations and solve problems. Many parents are active partners in their children's education and contribute to learning through regular homework tasks, for example, spellings and reading together. In this way parents gain a good understanding of how well their children are doing and of how they can help.

Pupils are provided with a good curriculum which contributes well to their progress in learning. Good use is made of interactive whiteboards and the local environment. Pupils talk enthusiastically of their study of sea defences. They participate successfully in an exceptional range of enhancement activities, which include gardening, music, sports and languages. They performed at the Festival of Schools' Music at Snape and visit other schools for a variety of sporting activities. Parents are very appreciative of the commitment of the staff and comment that their children have been on some 'amazing trips'.

Care, guidance and support are outstanding. Safeguarding arrangements meet requirements and pupils play and work together in a very safe and happy environment. All around the school there is a real feeling of mutual respect. Parents comment that: 'The staff are always approachable, ready to listen and act upon any concerns.' New pupils appreciate the 'buddy system', which helps them to settle in quickly. The school is successful in maintaining and raising high levels of attendance. Targets are used to help pupils to know what standard they are working towards, but some pupils have a better understanding of these than others. Marking is of high quality. It gives appropriate praise for work that has been done well and also gives clear pointers as to how to make even better progress.

Leadership and management are good. Morale is high. The bedrock of the school's success stems from the direction, dedication and vision of the headteacher and the deputy headteacher. They are ably supported by all staff and governors. The promotion of community cohesion is good. Pupils have a good understanding of other faiths and of the lifestyles of pupils who live locally and in countries far away. There are frequent links with the local churches and pupils raise large sums of money for children in less fortunate circumstances than themselves. Overall, their spiritual, moral, social and cultural development is good. The school recognises that there is more to do to ensure that pupils develop their knowledge of the cultures and lifestyles of people who live in the United Kingdom, in localities which are different from their own.

Together, the senior leaders, who are also the key subject leaders, monitor pupils' progress rigorously and engage diligently in self-evaluation of the strengths and weaknesses of the school. This self-evaluation is mostly accurate and reflects the good progress made over the last three years. Governance is good. Governors are supportive of the school and discharge their statutory duties effectively and ensure the budget is spent wisely. Their role in monitoring and evaluating academic standards is developing. The school runs smoothly on a day-to-day basis and the premises are well maintained. There has been good improvement since the last inspection and there is a good capacity for the school to improve further.

Effectiveness of the Early Years Foundation Stage

Grade: 2

There has been good improvement in the effectiveness of the Early Years Foundation Stage since the previous inspection. Children enter the Reception class with a range of abilities. Overall, these are similar to those found nationally. Their welfare is given top priority. Very good liaison with parents and pre-school settings and induction arrangements ensure that children settle very well both in the Reception class and in Year 1. Relationships are superb and this is the main reason why personal development and well-being are outstanding. Routines are very firmly established so that children are clear about what it is they are to do. They play together very happily for sustained periods while adults focus on hearing individual children read. Learning and development are good and are aided by the close partnership between the teachers of Reception and Key Stage 1 children. This results in planning which caters well for all abilities and age ranges. There is a good balance of activities which are led by the teacher

and those which are initiated by the children. Leadership and management are good and there is strong teamwork. Assessment procedures provide accurate information to support planning, and identify appropriate intervention strategies for children with learning difficulties and/or disabilities who are included very well in all aspects of school activities. Achievement is good. By the end of their time in the Early Years Foundation Stage, most children attain the expected levels. Many exceed them, particularly in their personal social and emotional development.

What the school should do to improve further

- Plan increased opportunities for pupils to develop independent working skills to carry out investigations and solve problems.
- Ensure that pupils have the opportunity to learn more about the lifestyles and cultures of other groups living in the United Kingdom.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: www.ofsted.gov.uk.

Annex A

Inspection judgements

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

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?	1
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?	1
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?	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?	1
The extent of learners' spiritual, moral, social and cultural development	2
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	1
The behaviour of learners	1
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?	1

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?	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**

22 June 2009

Dear Pupils

Inspection of Bawdsey Church of England Voluntary Controlled Primary School, Woodbridge, IP12 3AP

You may remember that I visited your school a little while ago, along with my colleague, Mr Rudman. Thank you for making us so welcome, for taking time to talk to us and for answering our questions. We could see why you are so very proud of your school. This is what we found.

These are some of the many good things about your school.

- All the staff and the governors look after you very well. Their aim is that you should enjoy your time at school and learn successfully. We could see that you are very happy there. Your attendance is much higher than in most schools. Well done!
- Your behaviour is excellent, you work hard and you are a credit to your school, your parents and yourselves.
- You have an excellent understanding of how to keep fit, choose healthy lifestyles, and know how to keep safe.
- Your teachers make a good team and help you reach standards that are above average
- Many of you enjoy a very wide range of extra-curricular activities, which include music and sports where you do well.

There are two things the school can work on to make it even better.

- Give you more opportunities to learn about the different people and communities in this country.
- Plan for you to take a greater part in investigations and problem-solving to develop your skills as independent learners.

Thank you once again for your help. We hope that you will continue to work hard and we wish you all the best for the future.

Yours faithfully,

Mrs Kathleen Yates

Lead inspector