

Bourne Primary School

Inspection report

Unique Reference Number	114473
Local Authority	East Sussex
Inspection number	338373
Inspection dates	10–11 November 2009
Reporting inspector	June Woolhouse

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	458
Appropriate authority	The governing body
Chair	Mr Richard Goude
Headteacher	Mr David Swales
Date of previous school inspection	6 March 2007
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Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 18 lessons and held meetings with governors, staff, groups of pupils and parents. They observed the school's work, and looked at pupils' books, displays, photographs and a DVD of the school's dance performance as well as school policies and information on pupils' learning. Parents and carers returned 202 questionnaires, and inspectors also looked at a sample from staff and pupils.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the effectiveness of teaching and the impact of assessment strategies, target setting, the quality of marking and planning on groups of learners, specifically higher attaining pupils, girls, pupils with special educational needs and/or disabilities, those speaking English as an additional language and vulnerable pupils
- the effectiveness of the Early Years Foundation Stage, especially the balance of child-initiated and adult-directed learning
- the extent to which safeguarding procedures fully comply with statutory requirements
- attendance rates and the effectiveness of the school's procedures in encouraging regular attendance.

Information about the school

Bourne Primary School is larger than most primary schools. It educates children in the Early Years Foundation Stage starting in the Nursery class. There is a breakfast club and after-school care organised by the governing body. About 35 different languages are spoken in the school and the number of pupils whose first language is not English is above average. The proportions of pupils with special educational needs and/or disabilities and those known to be eligible for free school meals are above average. The special educational needs include moderate learning difficulties and emotional and behavioural difficulties. The school has Arts Mark and Active Mark Gold awards and the Healthy Schools award.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

2

The school's capacity for sustained improvement

2

Main findings

Main findings

Bourne Primary School is a good and improving school. Pupils make good progress and achieve well. For those with special educational needs and/or disabilities and whose first language is not English, achievement is often outstanding. Much has improved since the last inspection due to strong leadership, outstanding care for individual pupils, accurate assessment of needs and rigorous monitoring of what goes on in classrooms.

'It is very nice here, it's exciting here, you would love it here' wrote one pupil and many, many more agreed. This sentiment was reinforced by the vast majority of parents and carers one of whom wrote, 'The school is creative, inclusive and fun, the teachers are lovely and deal very well with the varied issues they face.' These two statements sum up the school well. Standards have continued to improve for the past four years and are now broadly average. More recently, because of better-planned activities for more able pupils, this group has made more progress and now achieves well. There is no significant difference between girls' and boys' learning. This drive to raise standards from low starting points, as well as to provide the creative and exciting curriculum commented on by both parents and pupils, is a testament to the enthusiasm, commitment and dedication of all staff. The headteacher and assistant headteachers are at the heart of this success story. They manage challenging circumstances very well on a daily basis while at the same time maintaining a completely inclusive, safe and harmonious place in which all pupils can learn. Children in the Early Years Foundation Stage settle quickly because the school supports their parents and carers well. Progress in the Early Years Foundation Stage is satisfactory but is slowed because the accommodation, especially outside, is restricted and cramped. This also affects how adults support children's development, especially the younger ones, who cannot always play outside when they want to. By the end of the Reception Year, attainment remains below average.

Teaching is good and the number of outstanding lessons is on the increase. Senior leaders promote well the aspects of lessons that impact on effective learning and then systematically monitor whether or not it happens. These include consistent planning for a wide range of different needs, sensible targets, well-prepared resources and an emphasis on practical tasks to engage learners. Consequently, learners behave well, work together constructively and enjoy their lessons. Sometimes lessons are less successful because pupils come with language skills that do not allow them to understand fully the technical vocabulary used by teachers, for example in science lessons.

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The broad and interesting curriculum, with its emphasis on performing arts and sport, provides a good balance as pupils develop their literacy, numeracy and information and communication technology (ICT) skills in preparation for their next schools and beyond. There are good safeguarding procedures. Members of staff are very well trained in child protection matters. Care and support for vulnerable pupils, those with special educational needs and/or disabilities and those whose first language is not English are particularly effective. These pupils and their parents/carers rapidly become part of the whole-school community. Many governors are new to the role but governance is satisfactory. Governors understand their statutory duties and, through the headteacher, ensure that all pupils are safe. This is an inclusive school. The school is a haven of safety and support for many families. The school's capacity to improve further is good because a recent restructuring of staff has given more people, for example subject leaders, responsibility for keeping track of how well pupils are learning. The headteacher knows that attendance rates are unacceptably low. The school's rigorous systems to track absences and require parents to send their children to school each day have still not raised attendance rates to average levels. In spite of financial sanctions, parents persist in taking term-time holidays. Attendance figures are also affected adversely by transient pupils who stay on roll to ensure they can be tracked by the next school.

What does the school need to do to improve further?

- Improve provision in the Early Years Foundation Stage so that the youngest children have more opportunities both inside and outside for self-chosen learning and development of social, emotional and language skills.
- Improve attendance by:
 - rewarding pupils who achieve at least 95% attendance each term
 - redoubling efforts to reduce persistent absence.

Outcomes for individuals and groups of pupils**2**

Standards are rising across the school and are now broadly average, although they remain below average in English, by the end of Year 6. The 2009 results were the best for five years. Pupils make good progress because teachers plan interesting and practical tasks to reinforce the main learning intentions. As a result, pupils behave well, solve problems with each other and are developing key literacy, numeracy and ICT skills effectively. Pupils cooperate well in groups and make good use of these opportunities to develop their speaking and listening skills. This was the case in a numeracy lesson when pupils learned to estimate how many beads their partners were holding and then checked by counting how accurate they had been. There was much joy when the estimate was exactly right! More able pupils learn effectively alongside the main class group because teaching assistants enable them to complete more challenging activities, for example specific letters and sounds. Pupils with learning difficulties achieve very well because they receive individual support to develop their literacy skills, on a daily basis, enabling them to learn effectively in other lessons.

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Pupils treat each other and adults with respect. They conduct themselves well in class and around school because adults are consistently good role models. School council members are good advocates for their fellow pupils. They are vociferous about what needs to be improved, for instance asserting 'the school needs a large swimming pool'. There is a natural celebration of other cultures because there are so many to choose from within the school and good displays show the extent to which pupils study them. Pupils know how to keep healthy and this is evident in the large numbers who attend extra sports activities and the way they understand healthy eating. They are very certain that the school is a safe place to be in and there are adults they can talk to if necessary. They contribute well to the community through charity events and musical performances. Although pupils develop average levels of basic skills, including ICT skills, low levels of attendance affect the future economic well-being of some.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account: Pupils' attainment ¹	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	1
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account: Pupils' attendance ¹	4
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Teachers understand that pupils learn best when they are actively engaged in well-planned tasks using good quality resources including the skilful use of interactive

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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whiteboards and accompanying programs. In some classes pupils are uncertain about what to do and are impeded by a low level of language skills. Tasks are sometimes not always appropriate for the range of needs, resulting in less progress for some. Teaching assistants support groups very well, including the more able and those with special educational needs and/or disabilities. Pupils know what they are expected to learn in lessons and clear targets identify the next steps, ensuring good progress. Pupils whose first language is not English are provided with a rich array of visual resources which help them to learn very effectively. Specialist teachers demonstrate correct language structures and encourage spoken English. There are excellent links between teachers' planning to support pupils with special educational needs and/or disabilities and for pupils whose first language is not English which has a significant impact on these pupils' progress.

Rates of progress have increased in Key Stage 1 because of consistently good teaching and a practical curriculum skillfully linked to the style of provision in the Early Years Foundation Stage. The curriculum is well designed and contributes well to pupils' personal, social and emotional development. The emphasis on art, performing arts and a wide range of physical activities enlivens pupils' learning and is especially relevant to those who begin with a low level of language skills or whose learning has been disrupted by continuously moving to different schools. Pastoral care and support are strengths of the school and unremitting attention to the needs of the most vulnerable means that the impact on inclusion is also outstanding and all pupils make good or better progress. Increasingly, academic guidance, through good marking and verbal feedback, is getting better and pupils are beginning to evaluate their own work and that of their peers. The school uses the expert support from the local authority very well to improve its own practice.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The headteacher's relentless drive for improvement and understanding of how to achieve it spreads throughout the school. Everyone is 'signed up' to this vision and expectations have been raised. 'Second best is not good enough' in this school. Senior leaders, subject leaders and classroom practitioners evaluate accurately how well pupils learn. They know what the school is doing well and what needs further improvement. This has resulted in the upward trend in attainment in both key stages. Senior leaders

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provide very good support through regular lesson observations and are very precise about what kind of teaching leads to better learning. Rigorous monitoring of individual pupils in all classes via a much improved tracking system highlights quickly any pupil who falls behind and appropriate extra support is then organised. This has worked well recently with the more able pupils, many of whom reach the higher levels expected of them. These much improved systems mean that all pupils' needs are understood and the school promotes equality of opportunity outstandingly well.

The school's ethos promotes community cohesion well and this has a significantly positive impact on pupils, parents and the local community. Many new governors have joined the school and have training organised to improve their understanding of the school's performance. Links with parents and carers are good and the most vulnerable are well supported. Safeguarding procedures are good and staff are very well trained in child protection matters. Links with other agencies are good and local authority support to the school is very effective especially for the most vulnerable and those whose first language is not English. Welfare agencies work closely with the school to tackle persistent absence.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	1
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Children enter the Nursery class on a part-time basis. Many come with little experience of play or the language skills to talk to or understand adults and each other. Activities are well planned and cover all the required learning areas. Children enjoy exploring the good quality toys and exciting range of creative tasks. Sometimes this is interrupted too

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soon by adults aiming to improve creative and problem-solving skills. Children make more progress through their own enquiry and concentration on self-chosen activities because they have had very little previous experience of playing in such a stimulating setting. Access to the outside area is restricted as the Nursery and Reception classes are not next to each other. Children do not have complete freedom to explore this environment which slows their development. The headteacher knows the importance of a freely accessible outdoor space that mirrors what is going on indoors and is working hard to bring about improvements. Only the oldest Reception-age children get full-time education immediately. This affects the progress younger children make. All respond well to instructions, understand some letter sounds, can count accurately and make marks to represent their writing. Assessment is thorough and used to plan individual programmes, especially for those who need extra support and whose first language is not English. Attractive individual records clearly demonstrate that children make at least satisfactory progress. Leadership and management responsibilities have been disrupted this year and are presently shared. Although many aspects of provision are well managed, the separated Nursery and Reception classes, lack of immediate outdoor access and staggered entry mean that adults cannot always share best practice. They are very aware of a decline in attainment caused in part by changes to staff and leadership, and are working hard to reverse it. Good procedures are in place for children's welfare and safety, and links with parents and other agencies, which support their development effectively.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	3
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

Views of parents and carers

The vast majority of parents who responded to the Ofsted questionnaire were happy with the education provided for their children. Parents were particularly pleased with the way their children settled into the school when they had moved from elsewhere. Others were grateful for support for the whole family. A very small number of responses commented on a lack of general support, communication about their children's progress and how they could support their learning better. Inspectors found that the school will give support when this is feasible. There is a very informative website which supports both children and their parents and carers. A very small number of responses commented adversely on how the school dealt with bullying. Inspectors judged behaviour to be good. Other evidence showed that unacceptable behaviour is dealt with

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consistently and effectively. The school has a well-developed programme for pupils' personal, social and emotional development which includes what is and is not acceptable behaviour in school. Nevertheless, the school is ever vigilant about safety and appropriate behaviour, an aspect of the school that the headteacher leads.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Bourne Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team completed 202 questionnaires by the end of the on-site inspection. In total, there are 458 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	120	59	80	40	1	1	0	0
The school keeps my child safe	117	58	82	41	2	1	0	0
The school informs me about my child's progress	97	48	95	47	4	2	3	2
My child is making enough progress at this school	91	45	104	52	3	2	1	1
The teaching is good at this school	97	48	101	50	3	2	1	1
The school helps me to support my child's learning	101	50	91	45	6	3	4	2
The school helps my child to have a healthy lifestyle	97	48	100	50	4	2	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	83	41	101	50	6	3	0	0
The school meets my child's particular needs	86	43	109	54	3	2	1	1
The school deals effectively with unacceptable behaviour	88	44	99	49	4	2	4	2
The school takes account of my suggestions and concerns	78	39	107	53	8	4	1	1
The school is led and managed effectively	102	51	96	48	1	1	1	1
Overall, I am happy with my child's experience at this school	111	55	86	43	4	2	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



14 November 2009

Dear Pupils

Inspection of Bourne County Primary School, Eastbourne, BN22 8BD

Thank you so much for letting us see your school and how well you learn and get on together. We would like to thank you for helping us by talking about your work and what you liked, and sometimes did not like, about your school.

Occasionally, you thought some children did not behave well enough. We did not see any poor behaviour. You were very polite and we noticed that you held the doors open for us. We thought you worked hard in lessons and are learning to check how well you are getting on. You are doing really well at Bourne, often meeting your targets and learning successfully how to read, write and do your mathematics. We saw some very skilled computer work, too.

As important, you do some great art work, play sport well and perform on the stage. We watched the DVD from the performance in the Theatre which was very impressive!

The children in the Nursery and Reception classes do not quite make as much progress as the rest of you and a main reason is the cramped space, especially outside, and so we have asked the school to improve the provision for the young children. Mr Swales knows how he wants to make improvements. We have also asked the school to improve the attendance of some of you as we think it is very important for you to be in school, on time, every day, otherwise you get behind with your work. You and your parents can help by making sure you come to school regularly.

We hope you continue to succeed and enjoy your time at Bourne.

Yours sincerely

June Woolhouse

Lead Inspector

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