

The Albert Pye Community Primary School

Inspection report

Unique Reference Number	124570
Local Authority	Suffolk
Inspection number	340602
Inspection dates	19–20 May 2010
Reporting inspector	Norma Ball

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	3–9
Gender of pupils	Mixed
Number of pupils on the school roll	243
Appropriate authority	The governing body
Chair	Roger Prime
Headteacher	Melanie Mills
Date of previous school inspection	25 January 2007
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Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 15 lessons and observed 10 teachers. The inspectors met parents, informally, on the first morning of the inspection and held meetings with the headteacher, teaching staff, governors and pupils. The school's work was observed: this included scrutinising samples of pupils' work, the school systems for tracking progress, management and curriculum documentation, teachers' planning and safeguarding documentation. In addition, inspectors took account of responses to questionnaire forms from 51 parents, 10 staff and 77 pupils.

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

- strategies to improve attainment at Key Stage 1, especially for higher ability pupils
- the success of the focus on raising attainment for boys in reading and writing
- progress in lessons and the quality of teaching and learning
- how well assessment data is used to promote the best progress and make clear the next steps in learning for pupils.

Information about the school

The school is of average size. It is federated with Ravensmere Infant School and the headteacher and governing body share responsibility for both schools. Almost all pupils are of White British heritage. The proportion of pupils with special educational needs and/or disabilities is half that found nationally, and includes pupils with autistic spectrum disorders, hearing impairment and moderate learning difficulties. The Early Years Foundation Stage comprises a morning and afternoon Nursery and one Reception class; some older Reception children are included in Year 1.

Each year about 20 pupils join Year 3 from Ravensmere Infant School. Currently the school is in the process of expanding and by 2012 will take pupils to Year 6. A recent building project has resulted in five new classrooms, an activity area, and an outdoor learning area for the Early Years Foundation Stage and an enlarged hall.

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

Pupils enjoy coming to this good school because they are well taught and lessons are interesting and fun. One pupil, representative of many others, said, 'I really like my school because we learn lots and we have nice teachers.' The new additions to the premises, especially in the Early Years Foundation Stage, have been appreciated by pupils, staff and parents and enhanced the learning environment very well. As a result of the outstanding curriculum, pupils throughout the school show excellent enjoyment in learning. The teaching is good and so pupils of all abilities achieve well in their time in school. Pupils have an excellent understanding of how to keep themselves safe and a good knowledge of what makes for a healthy lifestyle. Safeguarding arrangements are met well. Pupils benefit from excellent care, guidance and support. Staff give a high priority to promoting pupils' well-being and know the pupils well as individuals. As a result, pupils' feelings of safety and security are enhanced. Pupils make a good contribution to their school in the responsibilities they undertake with diligence and pride, and they support their local community well. The vast majority of pupils behave well in lessons, but occasionally learning can be interrupted when a small number of pupils lose concentration, and poor behaviour is not consistently well managed by all teachers. On these occasions, pupils' progress is satisfactory rather than good.

Children make an excellent start to their learning in the Early Years Foundation Stage where they benefit from outstanding teaching and a vibrant, very well-resourced learning environment. By the time pupils leave Year 4, evidence in their books and in the school's monitoring of progress indicates they exceed national expectations. Lessons are well structured and teachers use the data collected on pupils' progress well to set tasks that challenge pupils of all abilities. Boys' interest in reading and writing has been stimulated by the selection of themes and reading materials that appeal to them, so the progress they make in English is improving. There is an exciting learning ethos in the school and children speak with pride of their work. The 'Iron Man' story by Ted Hughes, for example, has stimulated Year 4 pupils to build from scrap metal a very interesting model, which they love to show visitors. Pupils know how well they are doing in their work, what they need to do to improve and are fully involved in developing their own targets in literacy and numeracy.

The headteacher very successfully shares her drive and enthusiasm for improving all areas of the school's work with staff, who work well as a united team. Some recent staff changes and temporary absences have been well managed but have resulted in some inconsistencies in the quality of teaching and learning and also the management of behaviour in lessons; this is being closely monitored by senior staff and governors. The governing body provide an excellent blend of well-targeted challenge and dedicated

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support for the school. New initiatives to improve the achievement of all pupils, and especially boys and pupils of higher ability, are closely monitored but have not yet had time to have an impact. There is a clear and accurate assessment of the schools strengths and areas for development and the school has a good capacity to improve further.

What does the school need to do to improve further?

- Raise the quality of teaching so that a greater proportion of lessons are good or better, by sharing existing good practice.
- Ensure all staff use a consistent approach to the management of behaviour in lessons so that learning time is not lost through minor disruption and all pupils learn consistently well.

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

In lessons pupils make good progress because they enjoy their learning and are appropriately challenged by the work set for them. As a result, overall achievement is good. The results of the national assessment tests have indicated that progress in Key Stage 1 has been slow to improve for the past three years, but pupils' work and the school's own careful tracking of progress indicates that progress is now good as a whole. By the time pupils leave Year 4, their attainment exceeds national expectations and they are well placed for their move to middle school. Teachers use their good knowledge about pupils' progress to plan tasks in lessons that provide stimulation and challenge for all abilities, including those pupils who find learning easier. Pupils with special educational needs and/or disabilities make the same good progress as other pupils. This is because their needs are quickly and carefully assessed, and they receive a good range of sensitive support in lessons and in small groups.

Pupils behave well around the school and in most lessons. Playtimes and lunch times are happy, sociable occasions. There is a clear behaviour policy in the school and senior staff are working to ensure that this policy is consistently implemented. Older pupils efficiently carry out a range of duties, such as school councillors and play leaders, and feel a great sense of responsibility to their school and fellow students. Pupils join in local events in Beccles and enjoy fund-raising events such as Young Enterprise.

Attendance is above average and reflects the affection for their school and the positive attitudes the vast majority of pupils show. Their personal development is promoted well and they show kindness and concern for those around them. Pupils are very clear about what constitutes a safe lifestyle and several spoke in detail about their recent work on using the internet safely. They have a good understanding about keeping healthy and take regular exercise at school. Pupils' cultural development is satisfactory and the school has already identified this as an area for improvement. Plans are in place to seek a link with a school in a more culturally diverse area to develop pupils' awareness of other cultural heritages and also to better promote community cohesion. Pupils' good achievement and the good personal skills they develop means they are well placed for

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the next stage of their education.

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	2
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	2
The extent to which pupils feel safe	1
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	2
Taking into account: Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

The inspection confirmed the school's view that the quality of teaching is good. The school has experienced a number of recent mid-year staff changes and this has had some impact on the quality of teaching, although teaching remains good overall. Teachers have good subject knowledge and know their pupils well. Good relationships at every level are a feature of the school. Teachers plan lessons that are interesting and integrate literacy, numeracy and information and communication technology (ICT) skills into other subjects. For example, work on Roman Britain in Year 4 has led to research into historical figures such as Boadicea, planning and constructing chariots, and a range of writing opportunities for pupils, which are matched to their ability. In lessons, pupils are clear about what they are to learn and are encouraged to evaluate their own learning so they are confident to ask for help where they need to. Teachers mark work regularly and make clear to pupils what they have done well and also what they could improve to make better progress. Teachers work in good partnership with learning

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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support assistants, who are well trained, and provide high quality support for pupils who do not find learning easy or need help to catch up with missed work.

The curriculum provides a very broad range of experiences for pupils of all abilities and allows them to develop and explore their interests, as well as make good progress in their learning. High quality resources are well deployed to support the curriculum. As a result of a well selected range of initiatives, pupils' achievement in literacy, especially by boys, has improved. A diverse and appealing range of clubs and well-selected visits enhance learning well beyond the classroom. These strong aspects of the curriculum have a direct impact on the excellent enjoyment pupils experience in learning.

All staff assign a very high priority to the care and welfare of pupils; as a result, pupils feel very safe and confident in the adults who care for them. This is a striking feature of the school and results in pupils who thrive. Robust procedures ensure continued good attendance and very supportive induction arrangements for pupils and their families moving into the school, between classes and later in the move to middle school. Parents respect all that the school provides. One parent wrote, 'The Albert Pye Primary has improved dramatically in the last few years. My daughter has loved every minute of it and the staff and curriculum has engaged her with great enthusiasm.'

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	1
The effectiveness of care, guidance and support	1

How effective are leadership and management?

A clear and ambitious educational direction for the school has been forged by the headteacher. Careful management of recent changes of the senior leadership team have ensured that the momentum of improvement has been maintained. Staff embrace their roles and responsibilities keenly, and respect the support provided by senior colleagues and the good training development opportunities available to them. Development planning is succinct and identifies clearly the areas of improvement needed. New initiatives are well chosen and carefully monitored to ensure they are effective in raising achievement for all pupils.

Governors are very well informed and play a very active part in strategic planning. They know the school extremely well and the support provided by governors, for example through the recent building programme, is of a high quality. The skills and expertise of governors ensures an efficient committee structure and a high level of challenge to the headteacher and senior staff to facilitate a strong working partnership. The partnership with parents is also good so that parents are well informed about their children's

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development and feel confident to approach the school with ideas or concerns. Community cohesion is well managed and there is a clear plan to support pupils in the appreciation of their role as future citizens in a diverse cultural society. Safeguarding arrangements are good and underpin the very high quality care and guidance provided by all adults and the promotion of equal opportunities for all pupils within this harmonious school community. Issues identified in the last inspection have been or are actively being addressed.

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	1
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 settle quickly and happily into the exciting learning environment created for them in the Nursery and Reception classes. The new outdoor learning area is a valuable addition and much appreciated by staff and enjoyed by the children. Resources are outstanding and used very well to stimulate learning. Consequently, children make rapid progress from their low starting points because they are excited by their well-planned learning opportunities. Children mix well and learn to share. Independence is fostered very effectively so children find toys for themselves, tidy things away, and learn to change into outdoor clothes when needed. All staff provide a very high level of care so children blossom as individuals. Children's progress is regularly and carefully assessed and parents are kept closely informed of their children's development.

Children enter Nursery with skills and abilities that are particularly weak in elements of language, numeracy, and social and emotional development. As a result of high quality teaching in Nursery and Reception, children make outstanding progress in these areas of learning, gain confidence and develop a love of school. By the time they enter Year 1,

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their skills and abilities in all areas of learning have been developed through an exciting curriculum and are broadly average. There is a clear emphasis on developing language to encourage both speaking and writing skills. Innovative games encourage children to explore and develop their number skills. For example, during the inspection, children in Nursery explored the outdoor area on a treasure hunt looking for cards with animal pictures. This activity developed into an exciting counting game as they checked how many animals they had found. Learning flows well between the indoor and outdoor learning areas and there is a very good balance of adult-led and children's own independently initiated learning experiences. Staff are skilled at extending children's learning and they gently challenge and extend them in their games and role play activities. The Early Years Foundation Stage is very well managed and staff work as a close, efficient and dedicated team.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	1
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	1
The quality of provision in the Early Years Foundation Stage	1
The effectiveness of leadership and management of the Early Years Foundation Stage	1

Views of parents and carers

Parents who replied to the questionnaires or spoke to inspectors were very happy with the school. They value all that the school provides for their children and are especially pleased that their children enjoy school and make good progress. Only a few parents expressed concerns. These were about how well prepared their children were for the future, how well the school is managed and how the school meets their child's particular needs. Inspectors agree with parents' overwhelmingly positive views.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at The Albert Pye Community 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 received 51 completed questionnaires by the end of the on-site inspection. In total, there are 243 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	32	63	18	35	1	2	0	0
The school keeps my child safe	31	61	19	37	1	2	0	0
The school informs me about my child's progress	29	57	21	41	1	2	0	0
My child is making enough progress at this school	29	57	21	41	1	2	0	0
The teaching is good at this school	33	65	18	35	0	0	0	0
The school helps me to support my child's learning	27	53	22	43	1	2	1	2
The school helps my child to have a healthy lifestyle	27	53	24	47	0	0	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)	24	47	24	47	3	6	0	0
The school meets my child's particular needs	28	55	19	37	3	6	0	0
The school deals effectively with unacceptable behaviour	28	55	19	37	1	2	0	0
The school takes account of my suggestions and concerns	26	51	18	35	1	2	2	2
The school is led and managed effectively	31	61	16	31	3	6	0	0
Overall, I am happy with my child's experience at this school	32	63	17	33	2	4	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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

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 is for the period 1 September to 31 December 2009 and is the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

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.



21 May 2010

Dear Pupils

Inspection of The Albert Pye Community Primary School, Beccles, NR34 9UL

Thank you for welcoming us to your school and for being so helpful and polite. We really enjoyed our visit. We were very impressed with the iron man statue that Year 4 pupils are building from scrap metal. You told us how much you like your school and that you greatly enjoyed your lessons because they were fun. You also told us how very safe you feel in school. We agree with you that you go to a good school where there are a lot of exciting activities and people look after you very well.

Your teachers encourage you to work hard and make good progress in lessons. You make good contributions to your school and to the local community. Your headteacher, other staff and governors all work very hard to make sure your school is a happy and successful place in which to learn. You nearly always behave well. We have asked them to do two things to make your school even better.

Your teachers should make sure that all of your lessons are good or better so that you make even better progress.

To make sure that you do not lose time in lessons because of some silly behaviour, we have asked your teachers to make sure they encourage you to always behave well.

You can help by doing your best, always working hard and paying attention in lessons. It was a great pleasure to visit your school and we wish you every success for the future.

Yours sincerely

Norma Ball

Lead inspector

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