

# Bedfield Church of England VC Primary

## Inspection report

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<b>Unique Reference Number</b>	124720
<b>Local Authority</b>	Suffolk
<b>Inspection number</b>	340636
<b>Inspection dates</b>	15–16 October 2009
<b>Reporting inspector</b>	Cheryl Thompson

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

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<b>Type of school</b>	Primary
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	36
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Dominic Wade
<b>Headteacher</b>	Mrs Jill Overbury
<b>Date of previous school inspection</b>	8 June 2007
<b>School address</b>	Bedfield Woodbridge Suffolk
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## Introduction

This inspection was carried out by one additional inspector. The inspector visited six lessons, held meetings with governors, staff and pupils, and discussions with parents and volunteers. She observed the school's work, and looked at a range of pupils' work and data collected by the school about the pupils' progress. Records of the monitoring of the quality of teaching and learning and safeguarding policies and procedures were also scrutinised. Twenty questionnaire responses completed by parents were analysed.

The inspector reviewed many aspects of the school's work. She looked in detail at the following:

- the provision for more able pupils and those who need extra help with their learning
- the impact of leaders, managers and governors on driving improvement
- whether pupils are making enough progress and attaining as well as they should
- the school's safeguarding arrangements.

## Information about the school

This very small school attracts more than half its pupils from outside the village. All pupils are of White British heritage and represent a range of socio-economic backgrounds. As at the time of the last inspection, there is a much higher than usual proportion of pupils who have special educational needs and/or disabilities as well as high pupil mobility. School building work, recently completed, has provided extra space and an extra classroom. New staffing arrangements from September 2009 mean that pupils are taught for four days a week in three groups, each comprising of two year groups. The exception to this is for the very small number of Reception children in the Early Years Foundation Stage who are in the Key Stage 1 class of six pupils. On the remaining day, pupils are taught in key stage groups and follow a themed approach through which pupils practise their skills in various subjects. The school has achieved the national Healthy Schools award, the Bronze Eco School Award and the Activemark award for the number of pupils taking part in high quality physical education and sports activities.

**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?**

**1**

**The school's capacity for sustained improvement**

**1**

## Main findings

Bedfield is an outstanding school and has many strengths. Parents and staff hold it in high esteem. The standards pupils reach by the time they leave vary considerably because of the very small numbers, but are above average overall. Pupils' current work and the school's tracking data show that in Years 5 and 6, standards are high. These high standards reflect the increased stability in staffing since the last inspection. Pupils of all abilities in these year groups have made exceptional progress as a result of excellent teaching. Progress in other year groups is at least good and often outstanding. Standards are increasing as the impact of the smaller teaching groups is having a good effect. Attainment in art and design, design and technology and music is high in all year groups.

A key strength of the school is the outstanding pastoral care for each child. This care is exemplified in the way that all adults work together extremely well to ensure that all pupils, whatever their difficulties or disabilities, are able to take full advantage of all the opportunities the school has to offer. External agencies, such as speech and language therapists, are used very effectively to support this work when necessary. The result of this caring and supportive ethos is that pupils are developing into considerate, well-mannered and thoughtful young people who have a mature sense of their place in society. This sense is aided by the developing and innovative curriculum, where, for instance, pupils develop an insight into sustainability issues and difficulties facing people in under-developed parts of the world. The curriculum also benefits from the strong links between four small local schools as well as a local secondary school. These links provide sporting and residential visit opportunities as well as days when gifted and talented pupils from several schools work together.

Lessons are typified by enthusiasm, enjoyment, engagement and exemplary behaviour. For example, pupils in Years 3, 4, 5 and 6 worked together extremely well in teams to solve problems associated with piping water to an African village in order to improve the health of villagers. Teachers provide a wide range of tasks and support to suit the age and abilities of their pupils. These include very challenging work for more able pupils. Teachers assess their pupils' achievements exceptionally well so that the next steps in learning are planned to build on what pupils already know and understand. However, the current methods of recording pupils' acquisition of skills and knowledge are very time consuming for teachers.

The secret of the school's success is the headteacher's, governors' and staff's high aspirations for the school. All have a very clear picture of the school's strengths and weaknesses and take prompt action to address anything that could be improved. There is a corporate desire to provide the best for all pupils and a willingness to pursue this.

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Standards have risen since the last inspection and are now above average and high in Year 6. The school has improved teaching and the leadership and management to an outstanding level and gained several national awards. All this indicates that the school has an excellent capacity to continue its success.

**What does the school need to do to improve further?**

- Refine the process for recording the key skills pupils learn by:
  - devising a check list for teachers to use
  - identifying precisely the success criteria for the skills to be developed when planning for cross-curricular sessions, so that teachers can record if these have been achieved or not.

**Outcomes for individuals and groups of pupils****1**

Pupils' progress is at least consistently good and accelerating throughout the school. Data and pupils' work show that all Year 5 and Year 6 pupils, regardless of their starting points, have made exceptional progress from the end of Year 2. Pupils who have special educational needs and/or disabilities make excellent progress. Staff are very knowledgeable and quickly spot pupils' difficulties and put excellent strategies in place to help individuals. This prompt attention is particularly beneficial for pupils joining the school mid-way through their primary education. Enthusiasm is a key feature of pupils' learning, together with their ability to transfer skills learned in one subject to another. For example, pupils used the internet to find the cost of water pipes, calculated the cost of covering a given distance and then used a word processing program to display their findings and organise an appeal. Pupils are encouraged to assess their own work and do so very honestly and can state what they feel they need to do to improve it further. For example, in a music lesson for Years 3 to 6, pupils tackled the task of singing in three parts very keenly, listened intently, could identify what they needed to improve and did so. Pupils who are talented or gifted in a particular area make good and frequently excellent progress because they have opportunities to work alongside older pupils or have expert help from staff or volunteers.

Pupils' personal development is a continued strength of the school. Pupils say they like school and demonstrate this with their excellent attendance level. As one pupil wrote, 'I like this school because we are all a big family'. Pupils contribute a great deal to the caring ethos of the school and take pride in being buddies, house captains and members of the school council. They also take responsibility for organising fundraising activities for several national charities as well as for a school in Uganda. They have an excellent understanding of how to keep themselves safe, fit and healthy. They acknowledge that occasionally an incident in the playground can upset them but demonstrate a very mature outlook on such incidents and know that any adult will help them. All older pupils belong to a school sports club and can talk at length as to the amount of protein, fat and carbohydrate needed for a healthy diet. Their packed lunch boxes demonstrate that parents are also encouraged to provide healthy contents.

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*These are the grades for pupils' outcomes*

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

## How effective is the provision?

All lessons observed had a number of strong features. A key strength is teachers' subject knowledge which is used to advantage across the school not only in English, mathematics and science but in subjects such as art and design and music. Within a framework of excellent relationships, teachers manage pupils exceptionally well so that lessons move at a very brisk pace and no time is wasted. Pupils work very well independently whilst the teacher is working with a different group. Planning for the wide age and ability range within each teaching group is managed very effectively and based on thorough assessment. Each pupil is well aware of the targets they have agreed with their teacher to help them improve their work and try hard to achieve them. Highly proficient teaching assistants provide excellent, knowledgeable support for groups and individuals.

The school values and takes advantage of a band of volunteers, many of whom are retired teachers or experts in fields such as information and communication technology. These volunteers have all completed and passed the necessary safeguarding clearance procedures and are directed by teachers. They work alongside pupils to provide, for

<sup>1</sup> 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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example, extra help with reading and/or writing or to further a pupil's knowledge of the use of a software program. Other volunteers provide input for sports activities.

The curriculum includes French and German and has a variety of performance opportunities, visits, visitors and a residential trip. The school has taken advantage of the 'Wider Opportunities Music Scheme' so that all Key Stage 2 pupils have the opportunity to learn to play a brass instrument. Good links between subjects and the 'enterprise' sessions for older pupils make the curriculum very relevant. The school has, rightly, identified that there is more to do to refine the planning for cross curricular sessions so that there are clear criteria for judging pupils' success.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>1</b>
Taking into account: The use of assessment to support learning	1
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

## How effective are leadership and management?

The headteacher provides strong leadership for a staff who demonstrate a shared sense of responsibility and commitment. All work very effectively together and take advantage of professional opportunities to enhance their work. Monitoring and development of teaching and learning are thorough and continual improvement is clear. Governors have a good understanding of the school's strengths and weaknesses and the expertise of individual governors, such as in finance, is used to good effect in supporting the school.

The school promotes community cohesion within its own and the local community very effectively and is beginning to develop links with schools in other countries. It has evaluated its actions with the result, for example, that each week a community session for parents and toddlers is run in school. It is also aware that there is more to do to raise pupils' awareness of cultures other than their own. Safeguarding procedures are rigorous, updated regularly and known by all.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>1</b>
Taking into account: The leadership and management of teaching and learning	1
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>2</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>1</b>

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<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>1</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>1</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>1</b>

## Early Years Foundation Stage

Children get an excellent start to their education in the mixed age class with pupils in Years 1 and 2. Parents speak highly of the provision and value the daily contact with the teacher to hear about how their child is getting on and how they can help at home. The class teacher leads and manages the provision very effectively and takes advantage of professional development opportunities to improve the practice. Teaching is excellent. The areas of learning for these youngest children are carefully woven into the themes of the curriculum for the other pupils so that the youngest feel fully included in the group and have common interests. The very small number of pupils in the class means that planning is individualised and based precisely on what a child knows, understands and needs to learn next. This enables children to make outstanding progress. Older pupils set excellent examples for behaviour and kindness so that children soon learn class routines and how to help get out resources and tidy them away. Children play very well together in the designated outdoor area, benefiting from the input into creative activities by the older group.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>1</b>
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

There was a very high return of questionnaires from parents and carers. All who responded to the questionnaire were overwhelmingly positive about the provision the school makes for their children and happy with their child's experience. Several parents of pupils who joined the school part way through their primary education made very positive comments about how their child had been welcomed into 'the family of



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Bedfield', saying, 'My child has never been happier at school than since she started at Bedfield'. Although very few parents feel that the school does not deal effectively with unacceptable behaviour, inspection findings do not support this view. In addition, pupils spoken with had no concerns and expressed total confidence that any adult would 'sort out' anyone considered to be behaving unacceptably.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Bedford C of E 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 inspector received 20 completed questionnaires (representing 25 pupils) by the end of the on-site inspection. In total, there are 36 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	17	85	3	15	0	0	0	0
The school keeps my child safe	19	95	1	5	0	0	0	0
The school informs me about my child's progress	11	55	7	35	0	0	0	0
My child is making enough progress at this school	13	65	6	30	0	0	0	0
The teaching is good at this school	14	70	6	30	0	0	0	0
The school helps me to support my child's learning	14	70	6	30	0	0	0	0
The school helps my child to have a healthy lifestyle	16	80	3	15	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)	16	80	3	15	0	0	0	0
The school meets my child's particular needs	14	70	5	25	0	0	0	0
The school deals effectively with unacceptable behaviour	13	65	5	25	1	5	0	0
The school takes account of my suggestions and concerns	16	80	3	15	0	0	0	0
The school is led and managed effectively	15	75	4	20	0	0	0	0
Overall, I am happy with my child's experience at this school	17	85	2	10	0	0	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"> <li>■ The school's capacity for sustained improvement.</li> <li>■ Outcomes for individuals and groups of pupils.</li> <li>■ The quality of teaching.</li> <li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li> <li>■ The effectiveness of care, guidance and support.</li> </ul>
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.**



19 October 2009

Dear Children

Inspection of Bedfield C of E VC Primary School, Bedfield, IP13 7EA

Thank you so much for welcoming me to your school. Like you, I think it is a very friendly place to be and you get on very well together. My particular thanks to those of you who sat and talked to me at lunchtimes. I found what you had to say very helpful. In return, I now want to share with you my findings.

This is an outstanding school. You told me that you enjoy school and I could see why, particularly when I saw you enjoying your art and music lessons. It was good to see the very keen and successful football team and hear that you had been complimented on your excellent behaviour during your tournament. You told me the teachers are nice and everyone is friendly. I agree that teaching is excellent and all the adults care about you a great deal and work hard on your behalf. I could see that you think hard about how well you have completed your work and try to reach the targets your teachers set for you. I noted that standards are well above average this year and you are making excellent progress because teachers keep a close eye on how well you are getting on. I enjoyed talking to the older children about their 'enterprise' activities and making things to sell at a profit in your Christmas sale. I hope you make lots of money!

Your headteacher and teachers provide outstanding leadership. I have asked them to do one thing to make your school even better:

make sure your teachers do not have to write so much when they are recording how well you are making progress.

Your school is successful, not only because of what the adults bring to it, but also because of your contributions. You are very positive about learning and I was very impressed with your good manners and how welcoming you are to visitors.

Thank you again for your help and all good wishes for your continued success.

Yours sincerely

Cheryl Thompson

Lead inspector

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