

Barnby and North Cove Community Primary School

Inspection report

Unique Reference Number	124568
Local Authority	Suffolk
Inspection number	359707
Inspection dates	16–17 November 2010
Reporting inspector	Robert Greatrex

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	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	38
Appropriate authority	The governing body
Chair	Sally Hodge
Headteacher	Ruth Nixon
Date of previous school inspection	11 April 2008
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Introduction

This inspection was carried out by one additional inspector. He observed parts of nine lessons involving the work of all three teachers and nearly all teaching assistants working with groups or individual pupils. Meetings were held with groups of pupils, staff and governors. The inspector evaluated the school's work, and looked at school self-evaluation documents, external monitoring reports and development planning. Responses from 32 parental questionnaires were analysed as well as those from school staff and pupils.

The inspector reviewed many aspects of the school's work. He looked in detail at a number of key areas.

- How far the school enables all pupils to make good progress, particularly in mathematics, and whether it is at a consistent rate through the school.
- What the school knows about the learning of pupils and how this information is used to plan support to accelerate their learning.
- Whether the attendance of pupils improving.
- Whether pupils develop a full enough understanding of the lives of people outside the local area.

Information about the school

Barnby and North Cove is much smaller than most primary schools. Currently the eldest pupils are in Year 4 and the school is set to grow over the next two years to cater for pupils aged four to 11. Nearly all of the pupils come from White British families. A very small number are of Polish heritage. The proportion of pupils with special educational needs and/or disabilities is above average. These pupils have a wide range of needs, including specific learning difficulties and behavioural, emotional and social difficulty. The percentage of pupils known to be eligible for free school meals is below average. Children start part-time in the Early Years Foundation Stage at age four.

The school has 'Healthy School' and 'Active Playground' awards.

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

Barnby and North Cove Primary continues to be a good school that is improving well. 'I consider the school to be very good,' and 'My daughter loves going to school,' typify the parents' very positive views.

The new headteacher set a brisk pace and clear agenda for change. She worked closely with staff and governors to establish the right priorities and make important changes. Good insights into the school's effectiveness mean areas needing further improvement have been identified correctly. Furthermore, the two areas for improvement identified at the last inspection have both been met successfully. Consequently, the school demonstrates good capacity for sustained improvement.

The school fully meets its aim to be a friendly and welcoming school with a family atmosphere and provides outstanding care, guidance and support for all pupils. Parents overwhelmingly support this view, stating, 'All staff know all children very well - it is like a big family.' The atmosphere around the school is very warm and friendly. In lessons, each individual receives the precise help needed. The recently introduced 'short' lesson gives all pupils a good grounding in basic skills and provides specific pupils with very well-targeted support. The school safeguards pupils very well.

Pupils' response to the large number and range of opportunities they have to take responsibility, and to play a part in their school, is outstanding. Whether helping others as play buddies, organising healthy activities such as the 'one minute challenge' or life skills as 'junior road safety officers', they contribute enthusiastically. Pupils enjoy coming to school and attendance has improved and is now above average. Behaviour around the school is generally good. Pupils have an outstanding understanding of how to keep safe and healthy. They willingly take part in a number of musical and sporting activities which, with their secure basic skills, stand them in good stead for the next stage of their education.

As at the time of the last inspection, children start in Reception with wide-ranging levels of skills and knowledge and very varied experiences. Although these levels fluctuate greatly from one year to the next, they are generally below the levels typical of the age group. Throughout the school, pupils of all ages, gender and ethnicity generally make good progress from their starting points and achieve standards that are broadly average by the end of Year 4. However, pupils' progress in mathematics over the last few years has not been as rapid as in reading and writing. The school has identified this and begun to make changes to the mathematics curriculum and the way it is taught which are already bearing fruit. In addition, although improvements have begun, the school does not collect and analyse sufficient assessment data in order to track pupils' progress accurately.

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Key features of the good quality of teaching are the excellent relationships and the increasingly interesting lessons that seize pupils' interest and enthuse them. Short, intensive activities are used well to develop specific skills, such as speaking and listening. Staff work very closely together and this is particularly effective in meeting the needs of all pupils in the mixed-age classes. Pupils are more involved in evaluating how well they are doing and this gives them greater self-knowledge, which is an improvement since the last inspection.

The curriculum is good. Increasingly, learning in one subject is then practised and reinforced in another. Partnerships with local and international schools are used very effectively to offer a wider range of important curriculum opportunities to pupils they would otherwise not receive.

What does the school need to do to improve further?

- Raise standards in mathematics by:
 - teaching basic numeracy skills more systematically
 - providing opportunities for pupils to practise skills in more relevant and cross-curricular activities.
- Improve the use of assessment to monitor pupils' progress by:
 - collecting data more regularly through an annual cycle
 - analysing data more closely and accurately
 - using this analysis to ensure that the progress of each pupil is sufficient and to monitor trends over time for different groups of pupils.

Outcomes for individuals and groups of pupils

2

Although each year group is very small and there is a high proportion of pupils with special educational needs and/or disabilities, analysis of each pupil's results shows that progress through the school is good overall. Pupils do particularly well in reading, partly because it is a strong feature of the school with regular, almost daily skills practice. Good improvements have been made in writing, particularly that of boys, because a more adventurous and interesting range of activities is being taught well. This includes working closely with another school; currently pupils in one school write as evacuees while in the other they write as their parents. In mathematics, progress over time is slower. The school has recognised this and a thorough analysis has led to recent improvements so that current progress in lessons is better. Pupils practise skills in meaningful activities related to work in other subjects, so learning in one enhances understanding in the other. They clearly enjoy this learning and concentrate well. Specific homework tasks have been introduced to extend learning out of school.

Since the last inspection, pupils have a much clearer understanding about how well they are doing in their lessons, what they have achieved, and what they need to focus on next. Older pupils, for example, grade themselves on how well they feel they have succeeded.

Worthwhile responsibilities and relevant activities mean pupils are impressively mature and sensible for their age. All pupils do jobs in class and begin to develop a clear understanding of their roles, responsibilities and rights in the school community. They

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invite key people to teach key skills such as keeping safe on the beach or wearing something bright as the clocks go back. Classes discuss and agree activities they want to do at play-times, such as 'den-building'. Year 4 leavers, given a budget, work out what meals they can afford for their overnight 'sleep over' camp. In lessons, most pupils settle quickly and try hard, particularly when activities enthuse them. Pupils with behavioural difficulties are rarely disruptive because they are very well managed.

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	2
The extent to which pupils feel safe	1
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	1
The extent to which pupils contribute to the school and wider community	1
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

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

How effective is the provision?

Teachers are highly effective at meeting the various needs of pupils in mixed-age classes so that all pupils have relevant tasks matched closely to their abilities. Pupils identified as needing extra help in mathematics, for example, are taught in smaller groups so teaching is more focused and learning is quicker. This is a recent improvement. Teaching assistants are also key, working closely with teachers and using their many skills effectively to support individuals and groups of pupils to learn well. Good use is made of interactive whiteboards to capture pupils' interest, although the excellent number of computers is used less effectively because of technological difficulties and rudimentary software. Good links with parents support learning at home and school; the shared mornings enable parents and children to work together usefully. Homework has begun to include mathematical tasks, so learning in school can be reinforced at home and further develop numeracy skills.

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Pupils learn well because they are increasingly motivated and engaged by more creative activities. Writing about myths, for example, leads to collaboration in groups to tell stories using light, shadow and puppets they have made. Marking generally records what pupils have learnt and usefully includes suggestions for next steps. Pupils recognise the benefits of this.

Pupils enjoy the wide range of activities offered and their recollections of theme days demonstrate particularly good learning and understanding. Visits and visitors enrich the curriculum. Partnerships with other schools are very beneficial, for example, enabling pupils to experience a residential visit. Further improvements are planned to the excellent school grounds to extend learning opportunities.

Lunchtime epitomises the superb care and personal development which are enhanced by this excellent provision. In school, vulnerable pupils, and those with specific needs, are particularly well supported to enable them to be fully included in lessons and the life of the school. Induction arrangements are very good and pupils are very well prepared for the next stage of their education.

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	1

How effective are leadership and management?

Right from her first day, when the headteacher included all school staff in a review of the school's aims, morale amongst staff has been high, as shown in their overwhelmingly positive questionnaire responses. The governing body strikes a good balance in supporting initiatives and holding the school to account. The governing body is efficient and well managed, for example, as shown in the annual cycle of policy review. Finances are also well managed and improvements demonstrate commitment to economy and ecology. Shared ambition for the school to succeed is clear. High expectations are fully supported by staff and governors alike. Management of teaching and learning is good because classes have been recently re-structured to meet pupils' needs better and make accountability and effectiveness clearer. Pupils' progress is now the focus for regular meetings. These are a very recent initiative and further work is needed to increase the frequency of the assessments and the detail in which they are analysed.

Pupils know that their staff and parents work very closely together. Parents welcome the opportunities to be involved fully in all aspects of school life. They are very supportive. The school actively encourages partnerships with outside agencies so that pupils with barriers to learning have suitable provision. This is generally effective and enables the school to be fully inclusive. Issues such as discrimination are tackled well in assemblies and equality of opportunity for all is a core value of the school. Site security and safety of

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pupils are seen as paramount. Community cohesion is good overall; it is very strong locally with good and growing international links. However, the school recognises the need to prepare pupils more fully for life in multicultural Britain.

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	2
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	2
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 make a good start in the Early Years Foundation Stage because of the highly effective teamwork which enables them to have a good range of activities. For example, a short burst of concentrated teaching with one member of staff will be followed by more practical opportunities to practise and consolidate with the other.

Induction arrangements are very good. Year 4 pupils write letters to children inviting them to visit for 'taster' sessions. Children have lunch at their new school and much is done to enable them to settle quickly. Parents state that their children enjoy coming to class and thrive in the positive climate for learning, typical being, 'My daughter has progressed excellently since joining the school' and, 'I'm very pleased with her progress'.

Provision is good because of recent important improvements in leadership and management. Staff plan together so that everyone is clear about the activities and they are closely matched to children's various levels of development, knowledge and understanding. The school is beginning to use accurate assessment of children's levels when they join the Reception class to better match the activities they are given to their particular levels. Staff are not complacent and have identified appropriate professional development opportunities to further enhance their skills.

Children enjoy many varied experiences because they use both their purpose-built accommodation and the facilities and resources of the school. Inside and out, they enjoy the opportunities to choose from a good range of activities.

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These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	2
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

The response from parents and carers to the questionnaire was very positive. There was a good rate of return, so the views expressed are clearly those of the majority. Significantly, that the school is led and managed effectively and that parents and carers are happy overall with their children's experiences at the school were two of the questions that received the full support of parents. The others were that the school helps me to support my child's learning and keeps me informed about my child's progress. In all other questions, only one or two parents or carers disagreed. No parents expressed written concerns. It is evident that the school has the overwhelming support of parents. The inspector concurs with the parents' clear view that Barnby and North Cove is a good school.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Barnby and North Cove 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 inspector received 32 completed questionnaires by the end of the on-site inspection. In total, there are 38 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	20	63	11	34	0	0	0	0
The school keeps my child safe	24	75	7	22	1	3	0	0
My school informs me about my child's progress	22	69	10	31	0	0	0	0
My child is making enough progress at this school	17	53	14	44	0	0	0	0
The teaching is good at this school	20	63	12	38	0	0	0	0
The school helps me to support my child's learning	27	84	4	13	1	3	0	0
The school helps my child to have a healthy lifestyle	23	72	8	25	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)	14	44	11	34	0	0	0	0
The school meets my child's particular needs	22	69	9	28	0	0	0	0
The school deals effectively with unacceptable behaviour	13	41	14	44	2	6	0	0
The school takes account of my suggestions and concerns	17	53	14	44	0	0	0	0
The school is led and managed effectively	21	66	11	34	0	0	0	0
Overall, I am happy with my child's experience at this school	21	66	11	34	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 all 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	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

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 are for the period 1 September 2009 to 31 March 2010 and are the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn and spring terms 2009/10 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 pupils' 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.



18 November 2010

Dear Pupils

Inspection of Barnby and North Cove Community Primary School, Beccles, NR34 7QB

Thank you for the friendly welcome you gave me when I visited your school recently, and for sharing your thoughts and ideas about it. Thanks also to those of you in Class 2 who did the questionnaire for me. All this information helped me to make my judgements about your school. Like you and your parents and carers, I think Barnby and North Cove Primary is a good school. I have said so in my report for your parents and carers. In it I mention many good things. Here are a few of the best.

The staff care for you extremely well and you feel very happy and safe.

You take on many responsibilities in the school and make a very real contribution to your school.

In your lessons and books I saw that you are making good progress in most subjects.

I saw lots in your classrooms and corridors to show how much you have learned in your lessons and from your links with children in other schools.

You enjoy interesting lessons, for example, when you told the story of a myth with your shadow puppets.

Your parents, headteacher and other staff work together very well to make sure your education is a success.

There are two main areas where your school teachers and leaders can help you to improve. These are to:

- make sure you do as well in mathematics as you do in reading and writing
- check how you are doing very carefully so they can help you to do the best you can.

I hope you will help your teachers make these improvements and continue to try your best at school.

Yours sincerely

Robert Greatrex

Lead inspector

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