

Bungay Primary School

Inspection report

Unique Reference Number	124573
Local Authority	Suffolk
Inspection number	359708
Inspection dates	30–31 March 2011
Reporting inspector	George Logan

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	186
Appropriate authority	The governing body
Chair	Sarah Marsden
Headteacher	Iain Owens
Date of previous school inspection	26 June 2008
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Introduction

This inspection was carried out by three additional inspectors. They visited 13 lessons taught by eight different members of staff. Inspectors held meetings with the Chair of the Governing Body, and with staff and pupils. They looked at pupils' books, records of their progress, teachers' lesson planning, playtime activities and the school's documentation, which included records of teaching and the main improvement plan. Responses to inspection questionnaires completed by staff, pupils and by 83 parents and carers were also considered.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- How rapidly and consistently do pupils make progress across the school?
- Has the improved progress in the Reception class in the last school year been sustained?
- How well do staff use assessment information to plan work which challenges all pupils to make good progress, particularly for those with special educational needs and/or disabilities and for those identified as gifted or talented?
- What evidence can the school offer to support its view that attendance is improving?
- How effective is the leadership of the school, looking in particular at the impact of the governing body and subject leaders?

Information about the school

Bungay Primary School is slightly smaller than most primary schools. It currently provides for pupils aged 3 to 9 but, with the reorganisation of education locally, will admit its first Year 5 pupils in September 2011. New classrooms are currently being built to provide for the increased numbers. Pupils are predominantly White British. A few come from minority ethnic groups, but very few are at an early stage of learning English. The proportion of pupils with special educational needs and/or disabilities is slightly above average. Most have specific learning difficulties, behavioural, emotional or social difficulties, speech and language issues, or hearing impairments. A very small number of pupils come from families of Gypsy/Roma heritage. The proportion of pupils known to be eligible for free school meals is slightly above average.

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?

3

The school's capacity for sustained improvement

2

Main findings

This is a satisfactory school. It has successfully tackled some significant past weaknesses, particularly around pupils' behaviour and the quality of provision in the Early Years Foundation Stage. It has secured the confidence of its parents and, while recognising that there is more to be done, has successfully re-established its reputation in the local community. A key strength is the good provision the school makes for pupils' personal development and well-being and for their pastoral support. Pupils have good attitudes to learning and behave well. This is a major improvement compared with the high level of exclusions several years ago. Pupils feel safe and have confidence in adults. They have a good understanding of healthy lifestyles and enjoy participating in sport. Pupils' contribution to the school in undertaking daily tasks is good. While only slightly below average in recent years, attendance is currently low, largely because of an extremely rigorous approach, recently introduced, of penalising lateness.

As a result of much improved provision, children in the Early Years Foundation Stage make a good start. Good teaching ensures that outcomes have improved considerably and children now achieve well across the areas of learning. This positive impact is too recent to have had much effect on attainment elsewhere, but is starting to feed into Year 1. Pupils' progress and achievement in Years 1 to 4, although satisfactory, remain variable. However, overall attainment at the end of Year 4 is close to the expected level. More intensive focus on mathematics this year is producing more rapid progress and a positive impact on attainment.

There is some good teaching. However, learning objectives are sometimes imprecise and the pace of lessons is occasionally slow and does not consistently deliver the accelerated progress which pupils need to raise their attainment. Expectations of written work are not always high enough. The curriculum is satisfactory, with a focus on literacy and numeracy skills and some opportunities for pupils to use these skills in other subjects. However, through its recently revised topic framework, the school provides some engaging learning opportunities which use the local area and resources imaginatively. Teachers make effective use of assessment information in evaluating writing and pupils have a clear understanding of what they need to achieve, although marking does not always give pupils enough guidance as to how they can improve their work in other subjects. Individual target setting in writing is having an increasingly positive impact on pupils' progress.

Leadership and management are satisfactory. Senior leaders know the school well and have improved key areas of weakness. However, leadership roles are not fully developed and self-evaluation is not incisive enough. Although the impact of the governing body is satisfactory at present, key governors are very committed, in this period of expansion, to enhancing the school's effectiveness and reputation. The school's strength as a

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community, the increased support of its parents and the effectiveness of its work on pupils' behaviour and on reducing underperformance in the Early Years Foundation Stage, together with its clearly articulated vision for improvement, indicate that the school has a good capacity for improvement.

Up to 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

What does the school need to do to improve further?

- Work, in cooperation with parents and the local authority, to ensure that those pupils with significant levels of lateness and absence attend school much more punctually and frequently.
- Increase the consistency of pupils' learning in Years 1 to 4 by:
 - ensuring that lessons have clear objectives and a brisk pace
 - setting higher expectations of the quality of pupils' written work
 - more rigorous marking of pupils' work, so that they are clear as to what they must do to move their learning on.
- Extend the skills and capacity of the leadership team to ensure:
 - more effective arrangements for the leadership and management of subject areas
 - a more rigorous approach to the evaluation of the school's strengths and areas for development.

Outcomes for individuals and groups of pupils

3

Children's skills on joining the school have typically been below average. However, improved Early Years Foundation Stage provision is ensuring that children now enter Year 1 with much more secure basic skills. This ensures that pupils are better placed to make increased progress through the school.

There is much good practice in Nursery and Reception, which is beginning to improve the outcomes for pupils. For example, there is a good focus on the development of speaking skills and on ensuring clarity of explanations given to and by pupils. This was evident in a Reception lesson where the teacher questioned children closely on symmetry so that she could be sure that they understood the tasks set. This gives children confidence in their ability to share information. Most teaching assistants are effectively deployed, so that pupils benefit from individual attention. In a Year 1/2 literacy lesson, on the nature of instructions and commands, the teacher successfully responded both to pupils' educational, but also their social and emotional needs. The climate of support and nurture ensured that most pupils, including those with specific needs, sustained a high level of engagement with the tasks set. In other lessons, imprecision in planning means that pupils' individual learning needs are not always met. At times, a lack of open-ended tasks also limits pupils' opportunities to develop their understanding. Pupils with special educational needs and/or disabilities and those of Gypsy/Roma heritage make only satisfactory progress because planning is not always sharply focused on the needs of groups.

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Pupils' personal development is good. They work well cooperatively when given the opportunity. The school council offers pupils some experience of the democratic process. Spiritual, social and moral development is good, although cultural aspects are less systematically developed. Pupils show respect for each other and for staff and have good interpersonal skills. Average, but improving, basic skills mean that pupils are satisfactorily prepared for future study and later life.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account:	
Pupils' attainment ¹	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
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

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?

Relationships between staff and pupils are a strength. However, although improved assessment practice is contributing to more effective teaching and learning, teaching does not always take learning forward quickly enough. At times, the pace of learning is too slow, with excessive time spent on the carpet at the start of lessons, or the learning objectives for particular activities are not defined precisely enough. Support staff have a mostly positive impact on learning, particularly those with specialist training who work effectively with individuals and groups of pupils in, for example, the Nurture Group. This provides counselling support for pupils who have significant social or emotional needs. The school has worked hard to improve assessment practice and this has contributed to greater consistency in pupils' learning, particularly in writing. However, there is further work to do in extending this practice to mathematics. Marking of writing provides pupils with guidance as to their next steps in learning, although this improved practice is less

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evident in other subjects. Nonetheless, staff do not always have sufficiently high expectations of pupils' written work.

The school has worked hard to develop and enrich the curriculum although, until recently, it had an inconsistent impact on progress in literacy and numeracy. Within the new topic framework, the school ensures that pupils have a balanced range of opportunities. These offer pupils good access to history, geography and science in particular, making effective use of the attractive outdoor environment and of locally accessible resources and activities. There are good opportunities for sport and physical development. Information and communication technology is not used extensively to enhance learning in other subjects. Personal, social, health and citizenship education is carefully planned. External partnerships contribute well to extending pupils' learning. Enrichment activities to support provision for gifted and talented pupils are underdeveloped. Extra-curricular provision is satisfactory.

Staff are very responsive to pupils' needs. Transition arrangements are good, particularly in supporting pupils identified as potentially vulnerable. The school works effectively with support agencies. Good practice, well managed by the coordinator of special educational needs, supports the health, social and behavioural needs of pupils in challenging circumstances. The school has recently been proactive in seeking quality support and advice in relation to pupils with hearing difficulties.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	3
The effectiveness of care, guidance and support	2

How effective are leadership and management?

From a very low point in 2008, the leadership team has worked hard, with support from its local authority, to resolve a number of issues around standards, teaching and progress, pupils' behaviour and the public perception of the school. Given the complexity of its past problems, the school has already achieved significant success in some areas, although there remain inconsistencies in the rate of pupils' progress. The school continues to work to build capacity in its senior leadership. This is already supported well by emerging good practice in the leadership and management of provision for pupils with special educational needs and/or disabilities and the now established good leadership of the Early Years Foundation Stage. Subject leadership remains less robust. Although school development planning accurately identifies key priorities for the school, with clear targets and accountability, the formal self-evaluation process is not yet rigorous enough to ensure that all staff have a clear view of the school's current position. Generally effective systems are now used to track pupils' progress and assessment. The monitoring of teaching and

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learning is satisfactory, although not yet sufficiently frequent or incisive to ensure that pupils' learning in Years 1 to 4 is consistently good.

Governance is satisfactory. Governors are eager to support the school, with several members bringing relevant outside experience. They are now much more involved in the life of the school. The governing body has a more coherent understanding of how to challenge the school. As a result, it is increasingly effective in holding the school to account and more aware of the important areas for development.

Safeguarding arrangements are satisfactory. Staff are appropriately trained in child protection procedures. In daily practice, discrimination is tackled effectively and the promotion of equality of opportunity is satisfactory. The progress of the most able pupils is starting to improve. The governing body ensures that community cohesion is satisfactorily promoted. While the school is, for the most part, internally harmonious, its engagement with the culture and aspirations of the Gypsy/Roma community is at an early stage. The school has focused successfully on re-establishing its reputation in the local community. It is beginning to develop further its wider national and international links.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3
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	3
The effectiveness of partnerships in promoting learning and well-being	3
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	3
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

An increasing proportion of the children who enter Reception have attended the Nursery class. The remainder enter directly from other pre-school providers locally. Typically, children's skills and knowledge on entry are below those expected, particularly in aspects of communication, language and literacy. Until 2009, attainment at the end of Reception was low. However, with the establishment of the Early Years Foundation Stage unit, improved teaching and more effective leadership, there has been a steady improvement in children's progress in the last two years and, currently, it is close to the expected level in most areas of learning, with a growing proportion of children attaining at the higher levels.

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Good induction arrangements establish a secure bond with parents and carers and ensure that children feel safe. Welfare is given a high priority. Nursery and Reception children mix freely within the unit. As a result, they build very good relationships with adults and with other children. They behave well and engage confidently with others, developing independence in their learning. Improving skills in reading and writing are well supported by an effective programme for teaching sounds and letters. Having identified underperformance in aspects of number last year, staff have rigorously addressed this area of learning and outcomes have improved significantly.

Focused teaching and effective support ensure that children successfully extend and develop their skills. Sessions of direct teaching, such as the very effective session on symmetry observed during the inspection, provide good challenge and successfully meet children's needs across the ability range. Teaching is particularly effective in identifying and meeting individual needs. A good balance of activities chosen by children and those led by adults ensures that learning has a brisk pace. All areas of learning are planned for appropriately. Children have good opportunities to make choices, both indoors and outside. Staff make good use of opportunities to ask questions and engage children in conversations which help take their learning forward. The indoor learning environment is spacious, vibrant and well-resourced to support all the necessary activities. The outdoor area is well used and is mostly well resourced. Detailed assessments mostly provide good information on children's progress. The Early Years Foundation Stage leader makes good use of available data to track children's progress and has a clear understanding of the strengths of the provision. However, entry data assessment is not yet thorough enough to support detailed tracking of progress across Nursery and Reception classes.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
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

Of those parents and carers who responded to the survey, almost all are happy with the school and the care it provides for their children. They all feel that the school has improved significantly and that their children enjoy school. One said, 'Staff are concerned with the development of the whole child...my child has grown in confidence and self-assurance.' Overall, inspectors support parents' positive views of the school. A very small number of parents had concerns which were specific to their children and their own circumstances. Where appropriate, these matters were raised with the school by the inspection team with a view to the school taking any necessary action.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Bungay 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 83 completed questionnaires by the end of the on-site inspection. In total, there are 186 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	56	67	27	33	0	0	0	0
The school keeps my child safe	63	76	20	24	0	0	0	0
My school informs me about my child's progress	52	63	28	34	0	0	1	1
My child is making enough progress at this school	49	59	31	37	1	1	1	1
The teaching is good at this school	54	65	28	34	1	1	0	0
The school helps me to support my child's learning	56	67	25	30	1	1	0	0
The school helps my child to have a healthy lifestyle	49	59	34	41	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)	41	49	33	40	0	0	0	0
The school meets my child's particular needs	49	59	32	39	0	0	1	1
The school deals effectively with unacceptable behaviour	46	55	36	43	1	1	0	0
The school takes account of my suggestions and concerns	43	52	37	45	0	0	1	1
The school is led and managed effectively	50	60	31	37	0	0	1	1
Overall, I am happy with my child's experience at this school	53	64	29	35	0	0	1	1

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	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

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 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 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.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

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.



2 April 2011

Dear Pupils

Inspection of Bungay Primary School, Bungay, NR35 1HA

Thank you for making us welcome when we visited your school. We enjoyed meeting you, hearing your views about the school and spending time in your lessons. We found that although yours is a satisfactory school, it is making steady progress. These are the things we liked best.

You have good attitudes to learning and work hard.

Behaviour is really good now.

Younger children in Nursery and Reception are making more rapid progress.

You undertake various jobs and make a good contribution to the school. Links with the local community have improved

Staff care for you and support you well.

You understand the importance of eating healthily and staying fit.

You experience some interesting topics and enrichment activities.

Those of you who find learning difficult get good support.

To help you do better, we have asked the school to do the following things.

Make sure those of you with patchy attendance come to school much more regularly and on time.

Ensure carefully planned lessons which set a brisk pace enable you to make more rapid progress.

For staff always to expect you to produce high quality, well-presented written work and for marking to really show you what you need to do next.

Make sure the leadership team is more skilled at judging how well the school is doing and all leadership roles, especially of the curriculum subjects, are fully effective.

All of you can help by continuing to work hard and doing your best. We hope that you will have every success in the future.

Yours sincerely

George Logan

Lead inspector

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