

# Bungay Primary School

Wingfield Street, Bungay, NR35 1HA

**Inspection dates** 30–31 January 2013

<b>Overall effectiveness</b>	Previous inspection:	Satisfactory	3
	This inspection:	<b>Requires improvement</b>	<b>3</b>
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
Leadership and management		Requires improvement	3

## Summary of key findings for parents and pupils

### This is a school that requires improvement. It is not good because

- Although progress rates are beginning to rise, progress in English is better than in mathematics.
- Pupils' skills in linking sounds and letters are not reinforced enough throughout the school to ensure more rapid progress in reading and writing.
- Not enough teaching is consistently good or better.
- In some lessons, the teacher talks too much, the pace of learning is slow and challenge is limited.
- Opportunities for pupils to work independently and apply their skills to real-life situations are growing but are still too few.
- Teachers are beginning to share their best classroom skills but this work is at an early stage of development.
- Marking does not always show pupils how to improve their work and take it to a higher level.
- Leadership responsibilities are being spread across the school but the work of subject leaders in checking on pupils' progress is inconsistent.
- Leaders and managers, including governors, work effectively to improve the quality of teaching. However, they are not making full use of data to improve attainment and progress rates as quickly as possible.

### The school has the following strengths

- Behaviour is good. Pupils feel safe, enjoy good relationships with adults and each other and are keen to help in school.
- Provision for pupils' spiritual, moral, social and cultural development is good. For example, local history and culture are included in the range of subjects and themes being studied.
- The school's nurture group provides good support for pupils who have difficulties of any sort.

## Information about this inspection

- The inspection team observed 17 lessons taught by 10 teachers.
- Inspectors held meetings with the headteacher, the chair of governors, staff, a representative from the local authority and groups of pupils.
- Inspectors took account of the 25 responses to the online questionnaire (Parent View) in planning and carrying out the inspection, and also spoke to parents and carers.
- The inspectors observed the school's work. They also looked at the school's improvement plan, data on pupils' progress and attainment, monitoring and self-evaluation procedures, a range of policies and the arrangements for safeguarding of pupils.
- Pupils' books were examined in lessons and in a separate work sample with senior staff.
- Inspectors listened to pupils reading.

## Inspection team

Michael Sutherland-Harper, Lead inspector	Additional Inspector
Mary-Jane Edwards	Additional Inspector
Hermione Horn	Additional Inspector

## Full report

### Information about this school

- The school is smaller than the average primary school.
- The very large majority of pupils are White British.
- The proportion of pupils supported through school action is below the national average. The proportions of those supported at school action plus or with a statement of special educational needs are above the national average.
- The proportion of pupils for whom the school receives the pupil premium (additional government funding) is above the national average.
- Alternative provision is currently in place for one pupil part-time at a local pupil referral unit.
- The present Year 6 is the school's first Year 6 group.

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

- Raise the quality of all teaching to good or better by:
  - ensuring that teachers do not talk for too long in lessons and allow enough time for pupils to work on their own
  - checking that all marking consistently helps pupils to improve their work
  - making sure that teachers use information on progress from marking and observations in class to address quickly any misconceptions
  - keeping pace brisk and challenging all pupils at the right level in all lessons
  - identifying and sharing what teachers do best in the school and in other schools.
- Improve the quality of leadership and management across the school by:
  - sharing responsibilities more widely across the school
  - ensuring that all leaders, including subject leaders, check rigorously and consistently that their work is leading to better achievement, through analysis of data and observation of lessons
  - ensuring that governors make more use of the school's data in order to compare its performance to that of other schools and challenge leaders as appropriate.
- Raise achievement across the school by:
  - giving children in the Early Years Foundation Stage more opportunities to choose activities for themselves and develop their skills in problem solving
  - building up pupils' skills in linking sounds and letters across the school and improving these skills with increased opportunities to read and write independently
  - increasing opportunities for pupils to use basic skills in reading, writing, communication and mathematics in real-life situations.

## Inspection judgements

### The achievement of pupils

### requires improvement

- Attainment on entry to the school is broadly in line with expectations nationally although some children enter with skills well below those expected in English and mathematics.
- Progress rates in the Early Years Foundation Stage are rising but require further improvement because children have insufficient opportunities to choose activities for themselves and develop their skills in problem solving.
- Attainment is rising in Key Stage 1 as a result of a focus on linking sounds and letters (phonics) and increasing challenge in lessons. However, phonics skills are not consistently developed across the school through opportunities to read and write independently. Basic skills in reading, writing, communication and mathematics are not always applied to real-life situations where pupils might use them later.
- Progress rates rise through Key Stage 2 so that more pupils are now achieving standards in line with, or above, national expectations in English and mathematics. Although communication and language are weaker for some children, skills in English are slightly better developed than in mathematics.
- The school's first Year 6 group is on track to reach standards at least in line with the national average.
- Pupils who are disabled or who have special educational needs, and including any provided for elsewhere, make similar progress to others because their needs are carefully assessed, their progress is regularly monitored, and work set is increasingly well matched to their needs.
- Pupil premium funding is used to provide additional support from teaching assistants in each class. This provision is reviewed in pupil progress meetings every six weeks and adjusted if the provision has not improved progress rates. Gaps between these pupils and others are now closing more rapidly.
- The school has identified reading as an area for further development. It has raised the profile of the school library, involving pupils more in its work. More resources on subjects such as volcanoes are engaging boys with reading. Pupils develop their reading ability securely in Key Stage 1 and increase in fluency and comprehension skills in Key Stage 2 to reach at least expected levels.

### The quality of teaching

### requires improvement

- While some teaching is good, much requires improvement. The majority of parents and carers replying to the online parent survey feel their children are taught well. However, inspectors found that the quality of teaching is inconsistent across the school.
- Where teaching is less effective, too much talking by the teacher slows the pace of learning, with pupils expected to listen for too long, and limited opportunities for pupils to work on their own. Expectations are not always high enough, and the slower pace and lack of challenge limit progress to the highest levels.

- Good relationships between staff and pupils ensure that lessons are calm and orderly, creating a positive atmosphere for learning.
- Teachers have good subject knowledge and make secure use of electronic resources, including visual links, to engage learners. The school is beginning to identify and share teachers' best classroom skills within the school, and those of teachers from other schools, to improve the quality of teaching.
- Some teachers use questioning well to assess pupils' understanding. For example, in a Year 2 literacy lesson, the teacher made deliberate mistakes to check pupils' understanding and see how closely they could follow the text which they were reading together. However, not all teachers rapidly address any misconceptions by promptly checking pupils' understanding.
- Pupils who are disabled or who have special educational needs are well supported in class because teachers and other adults plan carefully to meet their specific learning needs. One-to-one support and early identification of underachievement reinforce the teaching offered to these pupils and those eligible for the pupil premium funding.
- The school recognises that reading has developed but requires further improvement in teaching and reinforcing the sounds that letters make so that reading rates rise more rapidly and encourage more extended writing.
- Books are regularly marked and presentation of pupils' work is neat. However, marking does not always show pupils how to reach the next level, and advice given to pupils about how to improve in English is more frequent than that given in mathematics.

### **The behaviour and safety of pupils are good**

- Behaviour is good in lessons and around the school because clear systems are in place, which are consistently applied and well understood by pupils and staff. Pupils work cooperatively with other pupils, listen when others speak, and are usually willing to offer answers in class.
- Pupils enjoy school. They are polite and value opportunities to join in and to contribute, including through the school council and taking on responsibilities, such as becoming a 'Busy Bee' to help other pupils. Older pupils look out for younger ones and pupils themselves say that the school is friendly.
- The very large majority of the parents and carers who replied to the online survey feel that behaviour is good.
- Pupils feel safe and parents and carers agree. Pupils say that there is very little bullying in the school and that any issues are quickly addressed because there is always an adult nearby to whom they can turn. They understand the different types of bullying, including name-calling and cyber bullying.
- Pupils who are disabled or who have special educational needs benefit from the careful support provided by the nurture group, which works effectively to reinforce behaviour and provides help based on their individual needs.
- Attendance is broadly in line with national averages and has improved over the last three years, following concerted action to reward good attendance and improve links with families. Persistent

absence rates have improved because of the emphasis on better attendance. Pupils are punctual in arriving at school and lessons. Exclusions are rare because poor or extreme behaviour is not tolerated.

- Pupils have positive attitudes to learning. They feel learning has improved because of the school's emphasis on the importance of good behaviour.
- Where the delivery of subjects stimulates pupils' interest, they are fully engaged with learning. A recent look at the 'Seven Wonders of Bungay' gave pupils a sense of the town's history and led them actively to reassess the area where they live. However, in some lessons, engagement is limited because opportunities for pupils to take the lead are too few.

### **The leadership and management** requires improvement

- The headteacher has worked steadily to raise the school's profile in the town. The impact of his work has been most apparent in improvements in pupils' behaviour and engagement in lessons. The senior leadership team has recently expanded but at the moment too many responsibilities fall on the headteacher's shoulders. He is still awaiting the appointment of a new special educational needs co-ordinator to complete the team.
- The roles of subject leaders are developing. Job descriptions have been clarified recently and include more regular lesson observations to ensure that their checks on progress increase and lead to better achievement. Subject leaders do not at present meet regularly enough, or analyse data carefully enough, to ensure consistent approaches across all subjects.
- Systems for managing the performance of staff ensure that teachers are now consistently held to account for progress in their classes. Their work is judged both against the national Teachers' Standards and progress data which they now submit regularly. As a result, promotion up the pay scales is not automatic and teachers have an ongoing focus on improvement, which is helping raise the quality of teaching.
- Safeguarding procedures are effective, with regular training for staff so that safety and behaviour are at the top of everyone's agenda. The headteacher and several governors are trained in safer recruitment.
- The local authority has worked closely with the school to ensure progress rates move upwards and the correct priorities for improvement are identified and followed up.
- The school offers a broad, balanced range of subjects for pupils to study with different themes considered every six weeks. The recently appointed deputy headteacher has been given responsibility for developing how subjects are delivered across the school and the impact is now beginning to emerge.
- Provision for spiritual, moral, social and cultural development is good. The school has close links with local churches. Visits and visitors regularly reinforce the subjects on offer. Pupils have a clear understanding of right and wrong, developed most recently in presentations about fair trade. Relationships are good. The school is developing close links with other schools in this country to increase pupils' understanding of the society in which they live.
- **The governance of the school:**
  - Governors are supportive of the school through fairly regular visits and have identified the

areas for improvement together with senior leaders. However, evidence of challenge to ensure that improvement occurs more rapidly is limited, as is understanding of what the data reveal about progress rates compared to other schools. Governors ensure that the management of teachers' performance is now more rigorous and know about the strengths and weaknesses in teaching. They know how the pupil premium money is spent to ensure progress in learning.

## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>



## School details

<b>Unique reference number</b>	124573
<b>Local authority</b>	Suffolk
<b>Inspection number</b>	406253

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

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	257
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Sarah Marsden
<b>Headteacher</b>	Iain Owens
<b>Date of previous school inspection</b>	30 March 2011
<b>Telephone number</b>	01986 892209
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