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Iain Owens
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Dear Mr Owens

Requires improvement: monitoring inspection visit to Bungay Primary School

Following my visit to your school on 7 December 2015, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report the inspection findings. Thank you for the help you gave me and for the time you made available to discuss the actions you are taking to improve the school since the most recent section 5 inspection.

The visit was the second monitoring inspection since the school was judged to require improvement following the section 5 inspection in January 2015. It was carried out under section 8 of the Education Act 2005. At its section 5 inspection, before the one that took place in January 2015, the school was also judged to require improvement.

Senior leaders and governors are continuing to take effective action to tackle the areas requiring improvement, identified at the recent section 5 inspection, in order to become a good school. The school should take further action to:

- Establish a skilled and strategic body of governors to support all aspects of school improvement and provide appropriate challenge to senior leaders.

Evidence

During the inspection, meetings were held with you, other senior leaders and the Chair of the Governing Body. I also spoke on the telephone to a representative of the local authority. We reviewed your self-evaluation and the school improvement plan and linked these to the areas for improvement in your section 5 report. We discussed the pupil outcomes for 2014–15 and the most recent results for autumn 2015. We visited all classrooms as part of an extended tour of the school, looking at

examples of pupils' work as we went. You shared reports and records that support your leadership team's judgements on the quality of teaching and learning. We discussed pupil attendance and I reviewed your single central record.

Context

Since my previous visit, you have recruited two experienced teachers into Years 3 and 5. Two additional teachers have returned from extended leave and are sharing a class responsibility. A new chairperson is leading the governing body and you are actively recruiting governors from the local community. The configuration of the school is slightly altered, with a new library facility and relocation of offices and small group rooms. You have employed three apprentices, working in classrooms.

Main findings

You have been sustained in your actions to tackle the issues raised in the last inspection, and outcomes for all pupils are rapidly improving. Senior leaders continue to prioritise improving teaching and learning, and they do this in a strategic and reflective manner. Your school self-evaluation and improvement plans are thorough and well supported by a robust cycle of lesson monitoring, learning walks and scrutiny of pupils' books. Your action plans include relevant and realistic milestones, which allow governors to check the rate of improvement.

The learning walk with you confirmed that pupils are challenged, have high expectations and take pride in themselves, their work and their school. The improvements are evident in every year group and there is a consistency of strong practice throughout the school. This is evident in the presentation in books, pupils' attitudes to learning and behaviour and the routines and systems in every class.

You have created systems to support pupils who find the regimes of school life difficult. These pupils are very well supported and access their academic learning effectively while developing suitable strategies to deal with their social and emotional challenges. All pupils feel accountable for their behaviour and are supported to reflect on their actions in a positive manner.

During my previous visit, I commented on the quality of displays in the school: they celebrate pupils' achievements and promote learning. Learning skills displays and personalised behaviour charts in every room have further enhanced the learning environment. Your staff model national curriculum writing expectations as part of a whole-school display and support this further by creating moderation files for mathematics and writing.

External support

The local authority has provided effective support that has been embraced by the school and has resulted in significant improvements. They have facilitated networks

that have created professional dialogue and challenge for senior leaders. Bungay Primary has a close relationship with other local schools and the local secondary school, ensuring that pupils make a smooth transition and are secondary ready. You have played an active part in the 'triad project' organised by the local authority and facilitated by Ofsted.

I am copying this letter to the Chair of the Governing Body and the Director of Children's Services for Suffolk. This letter will be published on the Ofsted website.

Yours sincerely

Deborah Pargeter
Ofsted Inspector