

Barnby and North Cove Community Primary School

Inspection report

Unique Reference Number	124568
Local Authority	SUFFOLK LA
Inspection number	314967
Inspection date	11 April 2008
Reporting inspector	Godfrey Bancroft

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	4-9
Gender of pupils	Mixed
Number on roll	
School	33
Appropriate authority	The governing body
Chair	Mrs Sally Hodge
Headteacher	Mrs Jill Dempster
Date of previous school inspection	15 March 2004
School address	Beccles Road Barnby Beccles Suffolk NR34 7QB
Telephone number	01502 476230
Fax number	01502 476230

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Introduction

The inspection was carried out by an Additional Inspector.

Description of the school

All pupils currently attending this very small rural school are of White British heritage. The percentage of pupils eligible for a free school meal is very low. The youngest children start school with standards that are often below those expected for their age in most areas of learning. The percentage of pupils identified as experiencing some difficulty with learning is above average. The school participates in the School Centred Initial Teacher Training Programme for Suffolk.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 2

The school provides a good quality of education for its pupils. Parents, carers, pupils and the community have very positive views and greatly value the school's 'family' atmosphere. One parent's comment was typical of many, when she said, 'This is a wonderful school and I have nothing but praise for how it is run.'

Standards are broadly average at the end of Year 4. Pupils of all abilities consistently achieve well from the time that they start in the Foundation Stage and regularly make good progress from their starting points. This is because teaching and the curriculum are good and meet pupils' needs well. Teachers assess pupils' progress accurately, and pupils' knowledge of how to improve their work is developing well. Pupils also know their targets, but they are not always involved enough in evaluating their own progress.

Pupils' personal development and well-being, including their spiritual, moral, social and cultural development, are outstanding overall. Behaviour during lessons and around the school is exceptional. Pupils are eager to take responsibility; as a result, they are developing very well into mature and sensible young people. These and other personal qualities are firmly founded on the school's caring ethos and the excellent care, guidance and support that it provides.

Leadership and management are good. All staff work together and support each other well. This includes governors, many of whom are relatively new to the role. The procedures for them to act as 'critical friends' to the headteacher and her staff and to hold the school to account are recent introductions and have yet to impact fully on the work of the school. The headteacher's vision for the school, her effective leadership and the improvements since the last inspection mean the schools' capacity for improvement in the future is good.

Effectiveness of the Foundation Stage

Grade: 2

Children settle in quickly and teachers and teaching assistants build skilfully on the good personal and social skills that children start with. Children make good progress in all areas of their learning. Standards are in line with those expected nationally at the end of the Reception year, and occasionally higher. Children speak clearly and their ability to communicate is promoted effectively. They are confident when talking with each other and with adults. Their ability to understand letter sounds and simple words is developing well. Children's abilities to sustain their enthusiasm and interest when they work without adult help are significant features in their progress. Leadership and management of the Foundation Stage are good. The curriculum addresses all areas of children's learning well. The school is looking at ways of further enhancing opportunities for children to learn through play. Arrangements to assess their progress are good, providing an accurate picture of standards in all areas of children's learning. The youngest children are taught in the same class as those in Years 1 and 2. Consequently, the transition from Foundation Stage to Year 1 is smooth and well-managed.

What the school should do to improve further

- Involve pupils more in evaluating the progress they are making for themselves.
- Fully embed the procedures by which the governing body act as a 'critical friend' to the headteacher and staff and hold the school to account.

Achievement and standards

Grade: 2

Pupils, including those who sometimes find learning hard, achieve well and make good progress. A similar picture of consistently good progress is evident in Years 1 to 4. In 2007, the national tests for pupils in Year 2 showed standards to be above average overall. Currently, standards in reading, writing and mathematics are also above average. For those pupils in Year 4, who will leave the school at the end of the academic year, standards in English, mathematics and science are broadly average. This represents good progress from their starting points. Pupils achieve well in many other subjects, such as art and design, history and information and communication technology (ICT).

Personal development and well-being

Grade: 1

Behaviour in lessons and around school is outstanding. Pupils say they enjoy school and this is apparent from the enthusiasm they show for their learning. As one pupil commented, 'I like school so much; I wish I could sleep here'. Pupils are eager to take responsibility and care for each other very well, especially for the younger pupils.

Pupils are taught the importance of eating healthily, which is underpinned by the very good school meals that are cooked on the premises. Pupils are also very knowledgeable about how to stay safe and healthy. Attendance is broadly average. Pupils' spiritual, moral, social and cultural development is exceptional. They care for others deeply, as seen in their fundraising for charitable causes. They have a good understanding of other beliefs and cultures. The school is non-denominational, but a strong Christian ethos is evident. Links with the local organisations, such as churches and other schools, are well developed. These links, and the responsibilities they willingly take, help pupils to make a positive contribution to their community and prepare them well for their future well-being.

Quality of provision

Teaching and learning

Grade: 2

A significant amount of outstanding teaching was evident during the inspection. Teachers' planning is good, ensuring that work is matched well to the full range of abilities in each class. Lessons progress at a brisk pace, invariably capturing the enthusiasm and interest of pupils. Teachers are particularly good at celebrating pupils' achievements and recognising their efforts. This gives pupils confidence to help them learn successfully. Teachers also promote pupils' speaking and listening effectively, although in some lessons opportunities to do this through discussion are missed. Teachers assess pupils' progress accurately and marking gives pupils helpful advice about how to improve. However, teachers do not always involve pupils in evaluating their own progress for themselves.

Curriculum and other activities

Grade: 2

The curriculum is taught effectively to mixed aged classes, covering a relatively wide age span. Flexible arrangements often permit younger pupils to learn alongside older ones. These arrangements contribute well to the good progress that pupils make. Careful planning ensures

that work is not repeated, but at the same time builds well on pupils' previous learning and enables them to acquire the skills they need for the next stages of their education and for later life. Provision for pupils' personal, social and health education is good and has been further enhanced by the use of materials specifically designed to promote pupils' emotional development and to help them address any problems they might face. The curriculum is also enhanced by the introduction of French, which is taught to all age groups.

ICT is used effectively in many subjects to promote pupils' learning. This was an issue at the time of the last inspection that has been addressed successfully. A good range of additional activities helps to promote pupils' learning well. These include after school clubs such as clay, penny whistle, various sports and yoga.

Care, guidance and support

Grade: 1

The school enables pupils to thrive in its caring, family atmosphere. All staff know the pupils and their academic and personal needs exceptionally well. All arrangements required to ensure pupils' protection and safety are in place and pupils say that they feel very safe and well cared for. The revised tracking systems, introduced in Autumn 2007, are used effectively to monitor pupils' progress and to help teachers to plan the next stages of pupils' learning.

Arrangements to gather and respond to the opinions of pupils, parents and the community are good. For example, parents, who are extremely supportive, identified that some reading books were in poor condition. The school responded by updating its stock of books. Parents raise significant amounts of money to support the work of the school. Many also help in classrooms and attend courses, such as 'Helping Children Read'.

Leadership and management

Grade: 2

The leadership of the headteacher provides a strong focus on pupils' academic progress without ever losing sight of the importance of their personal development. Teamwork and dedication typify the work of all staff. As one parent said, 'Everyone here is always willing to go the extra mile'. For example, the school caretaker frequently takes assemblies and leads activities such as cycling proficiency.

There are suitably robust procedures for the headteacher and staff to evaluate the quality of provision and respond to any weaknesses. As a result, the school is able to set suitably challenging targets for pupils' attainment and for any areas identified as in need of improvement. Ways to address areas for improvement are set out clearly in the school's development plan. The involvement of governors in evaluating the quality of provision is at an early stage. That said, governors are hugely supportive of the school and are great advocates for its work. In partnership with the headteacher and office staff, they manage the available resources wisely, helping to ensure that pupils have all they need to learn successfully.

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Annex A

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	2
The effectiveness of the Foundation Stage	2
The capacity to make any necessary improvements	2

Achievement and standards

How well do learners achieve?	2
The standards ¹ reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

Personal development and well-being

How good is the overall personal development and well-being of the learners?	1
The extent of learners' spiritual, moral, social and cultural development	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	1
How well learners enjoy their education	1
The attendance of learners	3
The behaviour of learners	1
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	1

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

Annex A

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	3
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

12 April 2008

Dear Pupils

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

Thank you for telling me all about your school when I visited you recently. Your school is a good school. I was very pleased to see that you work hard in lessons and are doing well. I think your behaviour is exemplary. I was particularly impressed by the ways in which older pupils take care of the younger ones and by how well you play and work together. Your willingness to take responsibility for jobs that need doing around the school is helping you to prepare for the next stages of your education and for your adult life.

Your teachers do a good job. Along with other members of staff, they make sure you are safe and cared for well. They also make sure that you have all the help you need to make good progress academically. Your school curriculum provides you with lots of exciting learning opportunities and it was easy to see why you enjoy school so much. Your headteacher, the school governors and your parents and carers all work together well, making sure you have all you need to learn successfully. Mrs Dempster and the governors are always searching for ways to make your school even better. With this in mind, I have asked them to find more ways of helping you to judge for yourselves how much progress you have made. I have also asked the governors to build on the systems they have put in place for deciding how well the school is doing and what it needs to do to become even better.

I would like to wish you all the best for the future. Keep on working as hard as you do now so that you become as successful as you can.

Yours sincerely,

Godfrey V Bancroft

Lead Inspector