

Bawdsey Church of England Voluntary Controlled Primary School

School Lane, Bawdsey, Woodbridge, IP12 3AR

Inspection dates 10–11 July 2014

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Achievement is good because leaders have been effective in improving teaching. As a result, pupils make good progress.
- Teachers plan and teach lessons that develop pupils' knowledge, skills and enjoyment of learning well.
- Pupils are avid readers. Younger pupils have an excellent understanding of phonics (the sounds letters make). This helps them to read and to enjoy reading from a young age.
- Mathematics is taught well. Pupils use their investigative skills effectively in different subjects and in national mathematical competitions.
- Physical education is a strength of the school. Teams are very successful in county competitions, in a wide variety of sports.
- Pupils' behaviour is exemplary. Pupils are incredibly eager to learn and unreservedly polite to each other and adults. They feel safe when they come to school.
- The curriculum is well-developed. It contributes to pupils' strong spiritual, moral, social and cultural development and is enhanced by numerous visits.
- Governors provide good support and challenge for the school. Their well-considered decisions are fully focused on providing the best for Bawdsey pupils.

It is not yet an outstanding school because

- Some pupils make slower progress in writing because the writing mark scheme is not used consistently well in all classes. Therefore, pupils do not have the help they need to improve their learning.
- Pupils do not have frequent opportunities to write in different styles in different subjects.
- Targets set for teachers are not sufficiently linked to improving achievement in reading, writing and mathematics.

Information about this inspection

- The inspector observed teaching and learning in all classes. She saw six lessons, all of which were jointly observed with the acting headteacher.
- The inspector listened to pupils read in Year 1 and Year 6 and observed the teaching of phonics.
- Meetings were held with the acting headteacher, subject leaders, a group of pupils, the Chair of the Governing Body and three other governors. A representative of the local authority was spoken to on the telephone.
- The 15 responses to the online survey, Parent View, were considered, together with 15 responses to the staff questionnaire.
- The inspector and the acting headteacher looked at the work in pupils' books and the work displayed in all classrooms.
- A number of documents were examined, including: the school's own evaluation of its strengths and weaknesses, improvement plans, records of meetings of the governing body, safeguarding files, data on pupils' current progress, information on the management of teachers' performance, and the monitoring of teaching.

Inspection team

Emily Simpson, Lead inspector

Additional Inspector

Full report

Information about this school

- This is a much smaller-than-average primary school.
- Pupils are taught in three mixed-age classes, one for Reception Years 1 and 2, one for pupils in Years 3 and 4, and one for pupils in Years 5 and 6.
- The proportion of disabled pupils and those who have special educational needs who are supported at school action is above average, as is the proportion supported at school action plus or who have a statement of special educational needs.
- The proportion of pupils known to be eligible for the pupil premium, which provides additional funding for pupils known to be eligible for free school meals or for looked-after children, is below average.
- In 2013, the school met the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in English and mathematics.
- The deputy headteacher became acting headteacher in April 2014.

What does the school need to do to improve further?

- Improve achievement, especially in writing by:
 - making sure that the writing mark scheme is used consistently well in all year groups
 - providing more opportunities for pupils to write at length in different subjects.
- Strengthen the management of teachers' performance by setting targets with measurable steps to success specifically aimed at raising achievement in reading, writing and mathematics.

Inspection judgements

The achievement of pupils is good

- Pupil numbers are small and vary considerably each year and, in addition, a large percentage of pupils join the school part-way through their education. This makes comparisons with national data difficult. Information kept by the school about how well pupils are doing, shows that pupils make good progress whilst at Bawdsey.
- Children begin Reception with skills that are generally below those typical for their age. They make good progress because staff work well together to plan activities that develop children's skills and interests. Children are well prepared to begin Year 1.
- Results at the end of Year 2 have risen in the past three years and are now broadly average in reading, writing and mathematics. From these pupils' low starting points this shows good progress.
- Pupils continue to do well in Key Stage 2. Attainment dipped in 2013 but this very small cohort had a very high proportion of pupils who are disabled or have special educational needs and made expected progress in reading, writing and mathematics. Provisional results for 2014 tests show attainment has risen to be above the 2013 national averages in reading, writing and mathematics.
- Pupils are passionate readers. They enjoy sharing a wide range of high quality books and magazines and discussing what they have learned from their reading. Phonics is taught well and, this year, all pupils have met the expected standard at the end of Year 1. This strong early foundation is built upon well so that, by the time pupils leave Year 6, they have made more than expected progress in reading.
- Achievement is good in mathematics. Pupils enjoy the many opportunities they have to use and apply their calculation skills in investigative work in mathematics and in other subjects. The challenges set particularly stretches higher-ability pupils and helps them reach the higher levels.
- Scrutiny of pupils' work and the school's accurate assessment data shows that rates of progress are good in all year groups although progress in writing is slightly slower than in reading and mathematics.
- Pupils supported by the pupil premium represent a very small group and their attainment cannot be reported on without identifying individuals. Nevertheless, pupil premium funding is used well to support these pupils and, like their classmates, they make good progress.
- Disabled pupils and those who have special educational needs make good progress. Support programmes are well taught and carefully monitored to help these pupils close gaps in their learning.

The quality of teaching is good

- Teachers have good subject knowledge, which they use well to plan activities that develop pupils' knowledge, understanding, skills and curiosity. As a result, pupils enjoy their lessons and make good progress in their learning. Good teaching in the Early Years Foundation Stage contributes well to the children's learning and personal development.

- In mathematics, pupils receive good verbal feedback about how to improve their work and they are immediately given time to correct their work. This helps address misconceptions and enables pupils to make additional progress.
- Teaching assistants provide good support in lessons. Working from the teachers' planning, they ensure that learning is broken down sufficiently so that disabled pupils and those who have special educational needs can complete their work at an appropriate level of difficulty.
- Good relationships between pupils and teachers support learning. Pupils listen attentively in lessons and are eager to show their teachers how well they are doing. Pupils are given work that makes them think carefully and all are keen to join in learning and ask as well as answer questions.
- Teachers make good use of assessment information to plan lessons to help pupil's progress quickly. This is particularly successful in reading, where many pupils make better than expected progress.
- The new marking policy for writing has helped pupils in Year 5 and 6 make rapid progress in their writing as they are shown precisely how to make their work better. There are noticeable improvements in the quality of work in pupils' books and the levels they are achieving. At present the policy is not used consistently in other classes, therefore progress is not as rapid elsewhere.
- Science is taught well. Teachers ensure pupils use the correct scientific vocabulary as they undertake a range of practical, investigative work. As a result, pupils' scientific understanding is strong.
- Teachers make very good links between subjects when teaching through topics. Pupils have extensive opportunities to use their mathematical skills in different subjects. Opportunities for pupils to use their writing skills to write in different styles in different subjects are more limited.

The behaviour and safety of pupils are outstanding

- The school is a harmonious community in which pupils of all ages work and play incredibly well together. Pupils are proud of the school's many achievements particularly in local sporting, musical and mathematical events.
- The behaviour of pupils is outstanding. Pupils approach all of their lessons with interest, enthusiasm and determination. They listen respectfully to their teachers and to each other. All of this contributes to their good and improving achievement.
- Pupils' conduct is impeccable. Pupils are extremely polite, friendly and courteous. They are welcoming to visitors to the school and are keen to share their achievements.
- The school's work to keep pupils safe and secure is outstanding. All staff and governors are trained in safeguarding. Pupils are taught how to keep safe in a variety of situations, for example, when riding bikes on the road or when using the internet.
- Pupils love their school. They are prompt to arrive each day, eager to know what learning awaits them and their attendance is consistently high.

- Pupils have an excellent understanding of the differences between bullying and falling out. They are adamant that there is no bullying in school and are fully confident that any adult in school will support them should there be friendship or any other problems.
- Handwriting and presentation are given a high priority, and pupils' handwriting and their books are very neat.
- Pupils present themselves neatly. They are smart in their school uniforms, and are proud to be members of the Bawdsey school community.

The leadership and management are good

- The acting headteacher provides good leadership to the school during a period in which governors have been researching future leadership options. He has developed further, the systems for monitoring the impact of teaching on pupils' learning and this has led to improvement both. Staff appreciate his guidance and he has the full support of staff, parents and pupils.
- Leaders, including middle managers, have an accurate view of the schools strengths and areas for development. Their information is based on an accurate analysis of how well pupils are doing and the outcomes of observations of learning in lessons. The information is used well to plan further improvements.
- The leadership and management of the provision for disabled pupils and those who have special educational needs is good. Support programmes are reviewed regularly changes are made where necessary. The school liaises well with specialists to provide additional support for pupils, for example with speech and language development.
- The Early Years Foundation Stage is well led and managed. Good links are formed with local pre-schools and children benefit from a number of mornings in school in the summer term before they start, so they settle quickly and are ready to learn.
- The curriculum provides rich, interesting and varied experiences for pupils and promotes mathematical learning exceptionally well. Older pupils make excellent use of their mathematical skills to compete in national engineering competitions run by various businesses. The school has been in the top three of these events several times. Writing skills are not promoted as effectively.
- Pupils enjoy the wide range of educational visits that support their learning and personal development. These include a residential trip to France. The visits are linked well to learning in lessons and they contribute effectively to the pupils' strong spiritual, moral, social and cultural development.
- Additional sports funding allocated to primary schools as part of the Olympic legacy has been used well to train staff, buy equipment and fund transport. It means pupils at this very small school, in a very isolated location, have the opportunity to participate in competitive sports fixtures. The teams are successful at county level, which is rightly a sense of great pride to all members of the school community.
- All statutory requirements relating to safeguarding are met and staff training, including for child protection, is up to date.

- The local authority has provided minimal support to the school in recent years. A recent review was conducted due to the change in leadership. It also judged the school to be good.

- Systems for managing teachers' performance management are well-established but the targets set for teachers are not sufficiently linked to improving achievement in reading, writing and mathematics. Therefore, progress is not always consistently good in these areas.

- **The governance of the school:**
 - The governing body has dedicated a significant amount of time to researching and making strategic plans about the future leadership of the school. During this time they have supported the acting headteacher well and, together, they provide clear and effective leadership for the school.
 - Governors are frequent visitors to the school, they make extensive monitoring notes after meeting with subject leaders and visiting lessons. This information is used alongside information shared by the acting headteacher about the quality of teaching and pupil progress to plan improvements in school.
 - Governors have received training on how to use data, including data dashboard, more effectively to help them ask more challenging questions about the performance of the school. This has helped bring about improvements, for example, in reading.
 - Governors check the use of pupil premium funding carefully to ensure that it helps this group of pupils make good progress. They also know the positive impact additional sports funding has on pupils' health and fitness and participation in competitive sports.
 - Governors check that reviews of teachers' performance have taken place and they have reviewed the pay policy to include how salary progression will be linked to pupils' achievement.

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

Unique reference number	124719
Local authority	Suffolk
Inspection number	439598

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	72
Appropriate authority	The governing body
Chair	Thomas Mobee
Acting headteacher	Robert Duncan
Date of previous school inspection	19 June 2009
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