

Inspection of a good school: Bawdsey Church of England Voluntary Controlled Primary School

School Lane, Bawdsey, Woodbridge, Suffolk IP12 3AR

Inspection date:

12 June 2024

Outcome

Bawdsey Church of England Voluntary Controlled Primary School continues to be a good school.

What is it like to attend this school?

Bawdsey Primary School is a nurturing place to learn. Pupils have respectful relationships with staff, who care for them well. Staff are committed to helping pupils gain a strong sense of community and belonging. Pupils are happy and safe.

The school has high expectations for all pupils to achieve. Pupils apply themselves to their learning. They get the support they need to learn well. In some subjects, pupils do not always have work that is closely matched to their ability.

Pupils are polite and well mannered. They listen well and know how to conduct themselves. In the early years, children settle quickly into school routines. They are independent, confident learners.

Pupils benefit from a wide range of trips and visits. A range of well-structured opportunities help pupils to learn about life beyond their community. Pupils visit historical sites, national museums and local town cathedrals. The inclusive culture ensures that all pupils represent their school in sporting events, such as athletics and ten-pin bowling. Pupils relish learning about their local area. They take part in 'beach school', where they learn about the habitat and how to stay safe at the beach.

What does the school do well and what does it need to do better?

The school has developed an ambitious curriculum. The curriculum sets out what pupils will learn and when. Starting from early years, the curriculum builds on pupils' previous knowledge.

In most subjects, teachers deliver the curriculum well. They break down learning into small steps so that pupils can progress through the curriculum well in many subjects. In

these subjects, teachers check how well pupils are learning. They use questioning effectively in order to check pupils' understanding. As a result, teachers usually spot and address any misconceptions. However, in some instances, the work teachers set does not always match what pupils know and understand. This means that pupils can move on too quickly without having a solid enough understanding of some concepts.

Pupils enjoy reading. They read from books that match the sounds that they already know. Staff are highly skilled at teaching the school's phonics programme. They quickly identify if pupils make mistakes and provide regular opportunities for pupils to practise their knowledge of blending sounds into words. Teachers provide support to help pupils catch up and keep up. Pupils develop into fluent and competent readers. Older pupils develop the skills of comprehension needed to read more complex texts with understanding.

The school's inclusive culture enables pupils with SEND to learn well alongside their peers. The school identifies pupils with SEND as early as possible. Most of the curriculum is adapted so that pupils with SEND can achieve well.

The school helps pupils to learn strategies to manage their behaviour and emotions. Pupils have a strong understanding of how people are different. They are considerate of pupils who need additional help to be successful in their learning.

Lessons are calm and purposeful. Pupils in the mixed-age classes, including in the Nursery class, learn well together. They know that positive behaviour is expected. Pupils demonstrate the school's values of being caring, resilient and courageous. From Nursery onwards, pupils are inquisitive. They are curious about the world around them. They ask questions because they want to learn more. Staff are skilled at enabling children in the early years to deepen their learning through play.

The school's personal development curriculum is a strength. Pupils learn about relationships, healthy living, the local area and the wider world. Pupils confidently share their views. They are proud to be themselves. All pupils enjoy access to a wide range of high-quality clubs and activities. These include art club, book club and sports clubs.

Changes to the governing board have helped governors to be clearer about what the school does well and what needs to improve. Leaders are working to drive improvement in the school. The school supports staff well in managing their workload and well-being. Staff are very much a team and are proud to work at the school.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some subjects, staff do not deliver the curriculum in the way leaders intend. This is because teachers do not always rigorously check how well pupils have learned. As a result, teachers sometimes choose activities that do not closely match pupils' abilities or build the knowledge that they need to learn more complex concepts. The school should ensure that staff implement the curriculum as intended so that pupils build up their knowledge over time effectively in all subjects.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the second ungraded inspection since we judged the school to be good in July 2014.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, 'disadvantaged pupils' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	124719
Local authority	Suffolk
Inspection number	10323685
Type of school	Primary
School category	Voluntary controlled
Age range of pupils	2 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	74
Appropriate authority	The governing body
Chair	Judith Mason
Headteacher	Katherine Butler
Website	www.bawdseyprimary.com
Date of previous inspection	10 July 2018, under section 8 of the Education Act 2005

Information about this school

- The school is a small, rural primary school. Pupils are currently taught in mixed-age classes.
- The school does not currently use any alternative provision for pupils.
- The school provides breakfast and after-school clubs and a nursery.
- The chair of the governing body took up their role this academic year.
- The school is a Church of England school. The most recent inspection of its religious character, under section 48 of the Education Act 2005, was in March 2020. The next section 48 inspection will be within eight years from this date.

Information about this inspection

Inspections are a point-in-time judgement about the quality of a school's education provision.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.

- To evaluate the effectiveness of safeguarding, the inspectors reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors met with the headteacher and leaders responsible for safeguarding, behaviour, attendance and strategic improvement. Inspectors met with the SEND coordinator.
- Inspectors met with representatives from the governing body, including the chair of governors. Inspectors met with representatives from the local authority.
- Inspectors carried out deep dives in these subjects: early reading, mathematics and history. For each deep dive, inspectors visited lessons, reviewed curriculum plans and spoke with curriculum leaders and teachers. They also spoke with pupils about their learning and looked at the work they have completed.
- Education, health and care plans and other support plans for pupils with SEND were reviewed. Inspectors visited lessons to see how pupils with SEND are supported to learn.
- The team scrutinised the school's records of behaviour and attendance and spoke with several groups of pupils to understand their experience of school. Inspectors met leaders to discuss pupils' behaviour and reviewed the school's data on suspensions.
- Inspectors considered responses to Ofsted's pupil and staff surveys. They considered responses to Ofsted Parent View, including free-text comments.

Inspection team

Nerrissa Bear, lead inspector

His Majesty's Inspector

Sarah Fowler

Ofsted Inspector

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