

Barnby and North Cove Community Primary School

Beccles Road, Barnby, Beccles, Suffolk NR34 7QB

Inspection dates	4–5 February 2016
Overall effectiveness	Requires improvement
Effectiveness of leadership and management	Requires improvement
Quality of teaching, learning and assessment	Requires improvement
Personal development, behaviour and welfare	Requires improvement
Outcomes for pupils	Requires improvement
Early years provision	Requires improvement
Overall effectiveness at previous inspection	Good

Summary of key findings for parents and pupils

This is a school that requires improvement

- Leaders, including governors, do not have an accurate view of the school’s strengths and weaknesses. The headteacher’s self-evaluation is overly generous and the school’s action plan does not clearly identify the most important priorities for improvement.
- Staff absence within the federation has reduced the school’s leadership capacity and governors have not taken strategic action rapidly enough to provide support for the headteacher.
- Leaders have not monitored teaching and learning rigorously. As a result, teaching and learning are not consistently good across the school.
- Governors, whilst highly supportive of the school, do not provide sufficient challenge to leaders.
- The underachievement of less able pupils has not been identified or tackled by leaders as assessment is not used effectively. Therefore, these pupils are not making rapid enough progress.
- In some lessons, including in early years provision, pupils do not make good progress because teachers do not always plan effectively for the needs of pupils in mixed-aged classes and do not expect enough of all pupils.
- Teachers and leaders do not have a clear idea of the effectiveness of the additional support provided for pupils.

The school has the following strengths

- Pupils’ behaviour is good. They are polite and show respect for one another and adults in school.
- Achievement in the Year 1 phonics test has improved because a structured approach to teaching letters and sounds is in place.
- The subject leader for literacy has a firm grasp of what is needed to improve standards. Actions are improving spelling and reading, particularly for older pupils.
- Pupils who are disadvantaged make similar progress to, and in some cases better than, others in the school.
- Where lessons are well planned, pupils show real enthusiasm and commitment to learning.
- Pupils are achieving well in subjects such as art and science in upper Key Stage 2.
- The curriculum is broad and balanced and enhanced by a range of activities and clubs, which pupils enjoy.

Full report

What does the school need to do to improve further?

- Improve leadership and management by:
 - ensuring better use of assessment by leaders to track the progress of each pupil and plan effective support early on
 - creating a more sharply focused plan for improvement, which includes clear milestones so that governors can track progress and hold leaders to account
 - ensuring that governors carry out a review of governance as agreed with the local authority so that they understand how best to plan strategically for the future and challenge leaders more effectively
 - ensuring senior teachers are given more opportunities and support to enable them to take on greater responsibility for ensuring high standards across the school, and for monitoring the quality of teaching and learning in the headteacher's absence
 - implementing more rigorous monitoring of teaching to focus on its impact on learning.

- Improve teaching and learning by:
 - providing training so that teachers' assessments are accurate and are used to plan for the wide range of abilities in mixed-aged classes
 - ensuring teachers expect more of pupils in all lessons, including less able pupils
 - making certain that teachers regularly check on pupils' learning throughout and before the end of each lesson
 - ensuring that in the Reception class, children are given more tasks which extend their learning so that they make more rapid progress, especially in writing.

- Improve the progress made by less able pupils so that they catch up more rapidly by:
 - making sure that the additional support provided is monitored and evaluated to identify and extend what is working best for each pupil, and removing support that is not effective
 - ensuring that lessons are planned to meet the needs of less able pupils in each year group in each class.

An external review of governance should be undertaken in order to assess how this aspect of leadership and management may be improved.

Inspection judgements

Effectiveness of leadership and management requires improvement

- The absence of the senior teacher in the partner school to Barnby and North Cove Primary has significantly weakened the capacity of leadership and management over the past year. This teacher is also the leader for special educational needs across both schools and the headteacher has struggled to ensure that all leadership roles and responsibilities are fulfilled.
 - The school's plan for improvement is not sufficiently well focused on the most important things the school needs to do to improve further. It does not have clear milestones against which governors can measure progress and hold the school to account.
 - Leaders, including governors, do not have an accurate view of the strengths and weaknesses of the school and as a result their self-evaluation is overly generous.
 - The headteacher has not been sufficiently rigorous in monitoring the quality of teaching across the school and its impact on pupils' learning. As a result, teaching is not consistently good.
 - Leaders do not track the progress of individual pupils rigorously and so do not clearly know whether all pupils are making good progress over time, which was an area for improvement at the last inspection. As a result, the slow progress made by less able pupils has not been identified as an area of concern.
 - Support programmes put in place to accelerate progress for some pupils are not checked often enough, so leaders do not have a clear idea of which programmes are working and which are not.
 - Pupil premium funding is used to provide appropriate support for disadvantaged pupils but leaders, including governors, are less clear about which elements of support have been effective and which have not.
 - Leaders have ensured that there is a broad and balanced curriculum, with clear plans to ensure that pupils do not repeat content in mixed-aged classes.
 - Pupils' spiritual, moral, social and cultural development is well catered for. Pupils learn about British values through assemblies and other activities such as school elections. They take part in community events and other activities such as European Languages Day.
 - Leaders ensure that a culture of tolerance and respect exists throughout the school. Pupils are expected to care for one another and are given opportunities such as being play leaders and playground buddies to do so.
 - A good range of enrichment activities is provided, which enhances the curriculum and which pupils enjoy.
 - Parents are highly supportive of the school, valuing the evidence that adults know all children well. They are confident that their children are kept safe in school. A few parents who responded to the Ofsted questionnaire would like more information about the progress that their child is making in school.
 - The literacy leader has a clear understanding of the strengths and weaknesses in literacy. Her action plan is well structured so that progress can be clearly measured. Actions taken have begun to have a positive impact, for example in improving spelling and reading in Years 4, 5 and 6.
 - Funding to promote sports participation is used well and more pupils now take part in after-school sports and in competitions than was previously the case.
 - The local authority is providing belated support for the school, and this shows early signs of strengthening the school's leadership capacity.
- **The governance of the school**
- Governors are highly supportive of the school and of the federation. They show commitment to improving the school. However, they do not challenge leaders sufficiently. They do not question the headteacher closely about pupils' outcomes, and sometimes accept explanations without probing further.
 - Governors did not recognise early enough the impact that decreased leadership capacity in one school was having on Barnby and North Cove Primary School, and so have not taken strategic action to provide support for the headteacher in her work.
 - Governors know how money provided to support disadvantaged pupils is spent but do not know which spending decisions have had the most positive impact on the progress made by disadvantaged pupils.

- Governors have shown a willingness to work with the local authority to strengthen governance, including agreeing to a review of governance.
 - Governors visit the school regularly and are now carrying out a range of tasks, including meeting with subject leaders and looking at pupils’ books. This is enabling them to gain greater insight into the standards at the school.
- The arrangements for safeguarding are effective. Pupils are kept safe and procedures for checking staff who work at the school are carried out rigorously. Staff and governors receive regular training to ensure that they understand procedures and policies for keeping children safe.

Quality of teaching, learning and assessment requires improvement

- Teaching is not consistently good across the school. In some lessons, teachers do not ensure that tasks are provided that meet the needs of pupils of different abilities. Sometimes tasks lack challenge and work provided is too easy for pupils.
- Teachers do not all use their assessments of what pupils already know and understand to plan work that moves pupils on in their learning. Less able pupils are not always supported sufficiently through carefully planned tasks to ensure that they catch up rapidly enough.
- Some assessments are not accurate compared with pupils’ work in books, and teachers do not all have a secure understanding of the school’s new system for assessment.
- Teaching assistants sometimes support learning well. However, in some lessons, they do not help pupils to deepen their understanding of concepts because they are just helping them to complete tasks that pupils are capable of doing independently.
- The pace of working in lessons is sometimes too slow. Pupils are not always expected by teachers to work purposefully and to complete work to the standard of which they are capable. In some lessons, teachers do not check what pupils have done before the end of the lesson. Hence they are not able to challenge those pupils who have not finished, or who have misunderstood tasks.
- Some pupils reported that they were not confident in saying when they do not understand concepts as ‘it is embarrassing’ because not all classes have an ethos where learning from mistakes is seen as positive.
- Some phonics sessions to help pupils understand letters and the sounds they make are run well. In these, the teacher or teaching assistants model sounds well and expect pupils to apply their knowledge to spellings. However, in other sessions, teaching assistants are not accurate in modelling sounds, so pupils have difficulty when they try to blend sounds together.
- Feedback is provided to pupils regularly and in some classes pupils respond to teachers’ comments and learn from these. As a result, their work is improving.
- In some classes, particularly the most senior class, other subjects are used well to develop writing skills. For example, pupils produced well-structured reports in science and history. This helps pupils to reinforce and deepen their skills in interesting ways.
- In some lessons, pupils show much greater motivation and want to produce good-quality work. This was observed in lessons where pupils produced a ‘volcano’, and another where pupils questioned the teacher as she role-played being a knight.
- Work seen during the inspection in subjects such as art and science was of a good standard in some classes. For example, pupils in Years 4, 5 and 6 demonstrated good skills in sketching and drawing in their sketch books.
- Teachers sometimes provide effective opportunities for pupils to apply their mathematical knowledge in other contexts, such as using estimation skills in science and working with money when planning a popcorn sale.
- Homework is used to help pupils develop independence in learning, and the majority of pupils complete the tasks set.

Personal development, behaviour and welfare

requires improvement

Personal development and welfare

- The school's work to promote pupils' personal development and welfare requires improvement.
- In some lessons, pupils are not expected to work as productively as they are able to. In these lessons, pupils sometimes chat when they should be working and so do not always complete tasks. This is because teachers do not always make it clear to pupils at the start of lessons what is expected, and do not follow up by checking what pupils have achieved before the end of the lesson.
- Pupils are not regularly helped to develop more positive attitudes towards their work. Not all teachers encourage pupils to challenge themselves or to think about how they can improve their work. As a result, pupils do not always deepen their skills and make as much progress as they could.
- In the absence of the special educational needs leader, support for disabled pupils or those who have special educational needs has not been monitored closely enough to ensure that all these pupils meet their individual targets.
- Pupils are confident and speak easily to adults and visitors.
- Pupils and their parents say that pupils are safe in school. Pupils understand how to keep themselves safe, including when using the internet and other technologies.
- The school appoints junior road safety officers who regularly talk to the rest of the school in assemblies. The school has achieved the junior road safety gold award three years in a row.
- The school makes good provision for pupils' spiritual, moral, social and cultural development through a range of opportunities in school and after school, including learning about religious festivals, taking part in sports competitions, attending drama productions and learning French.

Behaviour

- The behaviour of pupils is good.
- Pupils conduct themselves well in lessons and at breaktimes. They enjoy working together and are able to share resources when needed. Disruption to learning is rare. Pupils respond to directions from adults and do what is asked of them. They are polite to each other and to adults.
- Pupils told inspectors that there was very little poor behaviour and little bullying. Pupils were confident that teachers would address any incidents that did occur.
- Pupils understand the school's behaviour policy and its rewards and sanctions, and abide by school rules.
- Disabled pupils or pupils who have special educational needs are made to feel welcome at the school by pupils because the school teaches pupils about respect for all.
- Pupils say they enjoy school, particularly because they know and are known by everyone in the school.
- Attendance has improved. The school has worked with individual families and with the school's welfare officer to ensure that pupils attend school regularly. The attendance of pupils who are disadvantaged has improved well. However, leaders do not track attendance of groups as closely as they should to identify whether any group has particularly high absence rates, and if so, to plan effective action.

Outcomes for pupils

require improvement

- In 2015, the school fell below the government's floor standards, which are the minimum standards expected of all schools at the end of Year 6. This cohort was particularly small and included a number of pupils who had special educational needs. However, the school's own assessment data show that there are currently a few pupils in every year group who are not at the expected standard for their age. This picture is confirmed by work in pupils' books.
- Pupils who are less able do not make enough progress from their individual starting points. Over a number of years, the school's own assessment information demonstrates that pupils who have fallen behind at the end of Year 2 are still behind in subsequent years. This is because not enough is done soon enough to help them catch up.

- Pupils' progress is not consistently good across the school. Work in pupils' books demonstrates that less able pupils are not currently making accelerated progress. Most middle- and high-ability pupils are making only expected progress at best. This is because teachers are not always using assessments to plan lessons that are well matched to the range of pupils' abilities in mixed-aged classes.
- Leaders and teachers are not tracking pupils' progress closely enough to know when pupils, particularly less able pupils, are not making enough progress. They have implemented a new assessment system, but are not taking account of how pupils achieved in previous years. Consequently, not enough is being done to identify and tackle the underachievement of less able pupils.
- In Year 2 in 2015, too few pupils achieved the standards expected in reading, writing and mathematics because expectations of all pupils was not high enough.
- The proportion of pupils who reached the expected standard in the Year 1 phonics test in 2015 improved to become higher than the national average because the school has implemented an effective programme to develop pupils' phonics skills.
- The progress of disadvantaged pupils is in line with others in the school, and some are making better progress than this in the most senior class because teaching is matched to their needs.
- Achievement in some subjects, such as science and art, is good in Years 4, 5 and 6.

Early years provision

requires improvement

- Most children start Reception with skills that are broadly typical of those expected for their age, although skills in writing are sometimes weaker. By the end of the Reception Year, the proportion of children achieving a good level of development in 2015 was in line with the national average, representing average progress. This was, however, an improvement on the previous year, when fewer than half of children in Reception achieved a good level of development.
- Children in Reception do not make consistently good progress because they are not always challenged as much as they could be. Sometimes, tasks provided do not allow children to extend their thinking, for example by making choices about the best resources and materials to use.
- Some adult-led activities do not extend learning sufficiently. For example, an activity led by a teaching assistant during the inspection involved too much sitting and waiting whilst the adult spoke to one child. Other children became fidgety and distracted and did not make as much progress as they could have. However, in other activities, adults' questioning of children helps to develop their skills and vocabulary further during independent play.
- A new assessment system has been introduced for recording children's learning journeys. This is not yet fully used by all staff in the Reception class. As a result, some adults are unable to refer to the assessments made in order to plan tasks and questions according to children's needs.
- Leaders' evaluation of the quality of provision in early years is overly generous, and no clear plan for specifically developing early years provision was evident during the inspection.
- Progress in writing in the Reception class is slow, as shown by the work in children's books. Too few opportunities are provided for good-quality writing through all areas of learning.
- A broad and balanced curriculum is provided for children within all areas of learning.
- The learning environment is well presented and attractive. The majority of children know where to access resources and are enabled to be independent in doing so. Children use the small outdoor area to extend their learning, and activities provided outside are interesting and engaging.
- Children in Reception are confident and enjoy talking to adults. They are sociable and able to play together sensibly and to cooperate. One boy during the inspection called to another, 'Come and help me with this,' and the other boy happily did so.
- Adults know the children well in Reception and take care to ensure that they are safe and happy. All adults know and understand the school's policies and procedures for safeguarding.

School details

Unique reference number	124568
Local authority	Suffolk
Inspection number	10001169

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	64
Appropriate authority	The governing body
Chair	John Beckett
Headteacher	Ruth Nixon
Telephone number	01502 476230
Website	www.barnbynorthcove.suffolk.sch.uk
Email address	office@barnbynorthcove.suffolk.sch.uk
Date of previous inspection	16–17 November 2010

Information about this school

- The school is much smaller than most primary schools nationally.
- Most pupils are of White British background.
- The proportion of disabled pupils, pupils with special educational needs or who are supported by an education, health and care plan or statement of special educational needs is below average.
- The proportion of pupils who are known to be eligible for free school meals is below average.

Information about this inspection

- The inspector observed lessons in all classes. Some joint observations were carried out with senior leaders.
- The inspector looked at pupils' books, school assessment information, the headteacher's evaluation of teaching and learning, and a range of school documents.
- The inspector spoke with a small number of parents, took account of 31 responses to the Ofsted questionnaire and met with some pupils from Years 2 to 6.
- The inspector heard a small number of pupils read.
- The inspector met with a representative from the local authority and with three members of the governing body.
- Policies and procedures for safeguarding pupils were examined, including mandatory checks made during the recruitment of new staff, arrangements for e-safety (keeping children safe online when using electronic media), and risk assessments.

Inspection team

Maria Curry, lead inspector

Her Majesty's Inspector

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