

Bosmere Community Primary School

Quinton Road, Needham Market, Ipswich, IP6 8DA

Inspection dates 4–5 December 2013

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		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Standards are mostly average but are above average in mathematics. Current pupil progress is good in all year groups.
- The proportion of Key Stage 2 pupils exceeding the progress expected in English and mathematics is rising rapidly.
- The use of assessment information is good. The accuracy of teachers' assessments is checked by working with other local schools.
- The school's checking and review of teaching is consistently accurate. Teaching is good. Pupils respond very positively to teachers' effective questioning.
- Behaviour is often good; a few challenging pupils are well managed. Pupils work particularly well together, feel safe, and have very positive attitudes to learning.
- The pupil premium has been used well to support pupils who need extra help. As a result, they achieve at least as well as their peers.
- Leadership and management are good; the headteacher and her senior staff are an effective team and expect high standards from both pupils and teachers.
- Senior staff and governors are working with the local authority to provide accommodation and facilities suitable for pupils in Years 5 and 6. This school is expanding due to the local authority reorganisation of school places.

It is not yet an outstanding school because

- Pupils do not all achieve equally as well in writing as they do in mathematics.
- Not enough teaching is outstanding and marking is inconsistent.

Information about this inspection

- The inspection team completed 16 lesson observations and reviewed a number of short sessions, seeing every teacher at work on two occasions. The inspection team conducted a scrutiny of the pupils' work. Inspectors conducted seven joint observations with the senior team. All staff were offered professional feedback about the lessons observed.
- Discussions were held with groups of pupils. Further meetings were arranged with the Chair and other members of the Governing Body, a representative of the local authority, and nominated staff.
- There were 31 responses to the online questionnaire Parent View and the lead inspector spoke to a small number of parents during the course of the inspection. The inspector reviewed the 18 responses to the staff questionnaire.
- The inspectors looked at a range of documents provided by the school, including the school improvement plan, the analysis of pupils' progress, the headteacher's reports to the governing body, the minutes of governing body meetings, and the work in the pupils' books.

Inspection team

David Jones, Lead inspector

Her Majesty's Inspector

June Cannie

Additional Inspector

Susan Heptinstall

Additional Inspector

Full report

Information about this school

- This is an average-sized primary school whose numbers on roll are rising. The current Year 4 pupils will continue their education at Bosmere Primary as the school expands in response to the local authority's reorganisation of school places. These pupils will take the national tests at the end of Key Stage 2 in the summer of 2016.
- Pupils in Key Stages 1 and 2 are taught in mixed-age classes.
- The proportion of pupils supported by the pupil premium is below average. The pupil premium is additional funding for students known to be eligible for free school meals, those in local authority care and others.
- The proportion of pupils from a minority ethnic background is a quarter of the national figure and the percentage learning English as an additional language is low.
- The proportion of disabled pupils and those with special educational needs supported through school action is above average. The proportion at school action plus and those with a statement of special educational needs is just below average.

What does the school need to do to improve further?

- Improve the consistency of pupils' progress in writing, particularly in Key Stage 2, by:
 - enhancing their speaking and listening skills
 - sharing examples of good writing and high quality texts with pupils to guide their understanding
 - making sure that marking consistently shows pupils what they have to do to improve their work
 - ensuring that pupils write in all subjects.
- Improve teaching and raise standards in all subjects and all year groups by:
 - increasing the proportion of outstanding teaching
 - making sure that time is used well in all lessons.

Inspection judgements

The achievement of pupils is good

- The majority of pupils start school with levels of attainment that are broadly typical. Children settle well in the Early Years Foundation Stage, cooperate well and develop good social skills; effective teaching means that all pupils make good progress.
- There are limited numbers of pupils in each year group which means that comparisons of individual progress against national and age-related data must be treated with caution.
- The results of the 2013 Year 1 screening check for early reading skills were just below average. The results of the 2013 Key Stage 1 teacher assessments were above the national average for reading and writing but well above average for mathematics. Pupils in Key Stage 1 make good progress.
- The inspection team reviewed the pupils' books and the school's current data for pupils in Years 3 and 4. There was clear evidence of rising standards in reading and writing but not all pupils were improving as rapidly in these subjects as they were in mathematics. This is because pupils do not have the opportunity to write in all subjects and teachers do not always show them what good writing and high quality texts look like.
- Inspectors heard pupils read in Years 2 to 4 and all were able to read with the level of fluency appropriate for their age. Younger pupils made good use of phonics (the sounds that letters make) to decode unfamiliar words. More-able pupils in Years 3 and 4 could read with an awareness of who the story was intended for.
- Disabled pupils and those who have special educational needs make good progress because their needs are identified early and they are given individual support.
- The very small numbers of individuals supported by the pupil premium also make good progress because small-group support is effective. These pupils have made six months progress in English and mathematics since the start of the school year. Their attainment compares favourably with that of their classmates.
- The school has good facilities for sport and offers a good range of popular after-school physical activities. HMI observed groups of girls and boys playing football and netball after school; their skill level, enthusiasm and knowledge of the game were impressive.

The quality of teaching is good

- During this inspection some outstanding teaching was seen and three quarters of all lessons were good or better; this matched the detailed records maintained by the school and was reflected in the good progress made by all pupils.
- Lessons are generally well organised and teaching assistants provide effective support in all year groups. All Key Stage 1 and 2 classes are mixed age within their key stage and the good working relationships between teachers and their support assistants is helping to raise standards.
- In an outstanding Year 1 and 2 literacy lesson pupils worked in groups to create word squares that described parts of an image. This was followed by a story-line task where pupils were asked

to put in order a description of a journey across their image. Pupils worked very well together, some made good use of laptop computers and all produced work above what might be expected for their age and ability.

- Teachers plan their lessons to make sure that pupils are involved in their own learning. As a result, pupils enjoy their lessons and are keen to learn. Teachers understand what they need to do to help pupils to improve. However, marking varies in the quality of its focus on guiding the next steps in learning.
- Teaching in the Early Years Foundation Stage is often good. Indoor and outdoor facilities are good and are used well. In a good Reception class session the children worked well together as they built structures while others showed an above average grasp of phonics using the interactive white board. Similarly, the teacher and support staff in the Nursery inspired rich vocabulary from children as they played.
- Staff question well and focus on developing the pupils' vocabulary. Nevertheless, where teaching was not so strong opportunities were sometimes missed to develop the pupils' writing by using their speaking and listening skills. In some lessons the use of time lacked precision and pupils did not write enough.

The behaviour and safety of pupils are good

- Inspectors observed pupils behaving well in lessons and around the school. They look after each other at break time, enjoy playing in their mixed-age groups and value the teacher supervision.
- Pupils enjoy learning and are keen to be involved, a ripple of excitement often preceding the start of a new activity. They take care over their work and often work intently. Talk-partner discussion, where pupils share their ideas together, is enthusiastic and brisk. The pupils' positive attitudes to learning are evident in every lesson or group session.
- Pupils were very pleased to engage inspectors in conversation, both in and out of the classroom. They are proud of their school and are pleased with the progress they are making.
- Pupils say they feel safe in school. They work cooperatively in class and many show good social skills. Some pupils expressed concerns regarding the behaviour of a very small number of individuals with behavioural difficulties but commented that there was no bullying and they were confident that staff would deal with any problems.
- Some parents and staff expressed concerns regarding behaviour management. HMI reviewed how staff manage behaviour and found this to be exemplary.
- Attendance is in line with the national average.

The leadership and management are good

- The checking of teaching by the headteacher and her senior team is rigorous and consistently accurate. An effective range of training led by the senior team has driven forward the improvement in teaching and achievement. Senior staff worked alongside inspectors in the joint evaluation of teaching and the views they expressed consistently matched the judgements given by the inspector.

- Leaders have a clear view of the school's work and the school's actions are very carefully planned and effective. A new assessment management system has been chosen and painstaking work has been undertaken to make sure that the database matches the quality of the work recorded in the pupils' books. The performance management targets set by the governing body for the headteacher, and through her for all staff are linked to improvements in teaching and pupils' progress.
- Teaching staff, their support assistants and the pupils have a very positive opinion of the headteacher's leadership and are proud of their school. There is effective practice and leadership in all areas of the school that provides capacity to improve further.
- The headteacher communicates well with outside agencies, parents and carers. Effective partnerships have been developed with other local schools to confirm the reliability and accuracy of teachers' assessments.
- Pupil-premium funds, and other resources available to support pupils who find learning difficult or those with special educational needs are combined efficiently to raise standards. The small numbers of individual pupils supported in this way are helped to make good progress.
- The school has received effective support from a range of professionals provided by the local authority. Governors and the headteacher spoke positively about the support of the behaviour support team and the special educational needs support service.
- The school is spending its primary sports funding to release physical education trained staff from their normal teaching duties.
- As a result of the local authority reorganisation of school places, extensive negotiations have taken place between the local authority, the headteacher and governors related to the remodelling of the building to accommodate pupils who will stay at the school for their Year 5 and 6 education. HMI expressed his concern to all parties that the proposed extension will not provide sufficient additional space for these older pupils in a school where classroom space is already constrained.
- **The governance of the school:**
 - The governing body is strong, well trained and focused on the needs of the community; it is fully involved with the process of expanding the school to meet the demands of local authority reorganisation of school places. Governors are fully informed about how the school is performing and provide strong challenge because of the clarity of information available. They set targets for the headteacher, and check carefully how well these are being met. The governing body is knowledgeable and regularly compares the school's progress to national and local standards. Governors make regular visits to the school and understand where teaching is most effective, ensuring that teachers' progress through the pay scales is related to their effectiveness in raising standards. Governors know how the pupil premium funding is being spent and monitor the impact of this and all other spending to ensure that the school budget is being used effectively to help pupils make rapid progress. The governing body ensures that requirements for the safeguarding of pupils are met.

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	124674
Local authority	Suffolk
Inspection number	429998

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	3–9
Gender of pupils	Mixed
Number of pupils on the school roll	254
Appropriate authority	The governing body
Chair	Kirsten Sharpe
Headteacher	Elizabeth Green
Date of previous school inspection	21 January 2009
Telephone number	01449 721750
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