

Kyson Primary School

Inspection report

| | |
|--------------------------------|--------------------|
| Unique Reference Number | 124628 |
| Local Authority | Suffolk |
| Inspection number | 366587 |
| Inspection dates | 20–21 January 2011 |
| Reporting inspector | George Logan |

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

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|--|---|
| Type of school | Primary |
| School category | Community |
| Age range of pupils | 3–11 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 436 |
| Appropriate authority | The governing body |
| Chair | Patrick Cooney |
| Headteacher | Libby Brown |
| Date of previous school inspection | 5 December 2006 |
| School address | Peterhouse Crescent Woodbridge IP12 4HX |
| Telephone number | 01394 384481 |
| Fax number | 01394 388469 |
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Introduction

This inspection was carried out by four additional inspectors. They visited 19 lessons taught by 17 different members of staff. Inspectors held meetings with the Chair of the Governing Body and another governor, and with staff and pupils. They looked at pupils' books, records of their progress, lesson planning, playtime activities and the school's self-evaluation documents, including records of teaching and the main improvement plan. Responses to questionnaires completed by staff, pupils and 144 parents and carers were also considered.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- How rapidly and consistently do pupils, particularly those in the Early Years Foundation Stage and those with special educational needs and/or disabilities, make progress across the school?
- How well do staff use assessment information to set targets and plan work which challenges pupils, including those identified as gifted or talented, to make good progress?
- How effective is the leadership of the school, particularly at governing body and middle-management levels?
- Has the governing body fulfilled requirements in relation to community cohesion?

Information about the school

Kyson Primary School is a larger-than-average school, with 15 classes. The majority of pupils enter the Early Years Foundation Stage in the Nursery class. Pupil mobility is similar to most schools, although higher in Years 3 to 6 than elsewhere. Most pupils are White British. Very few pupils are at an early stage of learning English as an additional language. A very small number of pupils are of Gypsy/Roma heritage. The proportion of pupils with special educational needs and/or disabilities is broadly average. The majority of these pupils have moderate learning difficulties, speech and language difficulties or behavioural, emotional or social difficulties. The number of pupils known to be eligible for free school meals is well below average.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

3

The school's capacity for sustained improvement

3

Main findings

This is a satisfactory school. However, it has significant strengths, particularly in the good provision it makes to support pupils' personal development and well-being and for their pastoral support. Pupils are engaging and enthusiastic, have good attitudes to learning and behave well. Attendance is above average. Pupils feel safe and have great confidence in adults. They have a good understanding of healthy lifestyles and enjoy participating in sport and in extra-curricular clubs and events. Pupils' contribution to the school through service on the school or eco-councils or in undertaking daily tasks is good. Links with the local community are good.

Following a dip in academic performance in 2009, there are clear signs of improvement. Children in the Early Years Foundation Stage make a good start and achieve well in most areas of learning. This positive momentum is largely sustained through Years 1 and 2. Pupils' progress and achievement in Years 3 to 6 have been more variable in recent years, leading to broadly average attainment at the end of Year 6. Intensive development in mathematics last year produced more rapid progress and standards improved to be above average. While outcomes in English, particularly writing, have lagged behind, the current focus on writing is beginning to have an impact. However, several factors constrain the pace of improvement. Although there is some good teaching, planning is not always detailed enough to ensure that lessons provide sufficient challenge for the full range of pupils' learning needs. Expectations of written work are not sufficiently high, given the high level of commitment pupils demonstrate in lessons. While the school tracks pupils' progress, it does not rigorously evaluate the academic progress of those with special educational needs and/or disabilities. It does, however, have a clear perception of their personal and social development. While the curriculum is satisfactory, though with too few opportunities for pupils to use their writing or mathematical skills in other subjects, the school provides a broad range of opportunities, with strengths in art and design, in music and in the extensive extra-curricular provision.

Teachers use assessment information satisfactorily in some lessons, although the school recognises that teachers' evaluations are sharper in numeracy than in reading and writing. Marking does not always give pupils enough guidance as to how they can improve their work. Individual target setting, though established, is not yet used with sufficient consistency to have a significant impact on progress.

Leadership and management are satisfactory. School leaders know the school well. The headteacher 'sets the tone' for this calm and deeply caring community where pupils greatly enjoy their learning. There is more to do, however, to embed rigour and to sharpen the evaluation and improvement of teaching so that progress is more consistently good. At present, senior leaders are slightly over-positive in evaluating the school's strengths. The work of the governing body is satisfactory. However, the school's inherent

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strength as a community, the effectiveness of its work on mathematics and its commitment to do what is necessary to improve provision further, together indicate that the school has a satisfactory capacity for improvement.

Up to 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

What does the school need to do to improve further?

- Increase the pace and consistency of pupils' learning through:
 - more rigorous planning of lessons to ensure greater challenge for all groups of pupils
 - setting higher expectations of the quality of pupils' written work
 - providing more guidance through marking as to what pupils must do to improve.
- Develop more opportunities for the cross-curricular use of pupils' writing, mathematical and information and communication technology skills.
- Ensure that school leaders take a more rigorous approach to:
 - the evaluation and improvement of learning and teaching
 - the analysis and evaluation of the academic progress of pupils with special educational needs and/or disabilities.

Outcomes for individuals and groups of pupils**3**

Pupils' skills on joining the school are broadly average. With good learning in some lessons, attainment has started to pick up, particularly in Years 5 and 6, though it is not yet as strong in English, particularly writing, as in mathematics.

In several lessons observed, pupils were rather passive learners, contributing orally only when invited. However, in a particularly successful Year 5 English lesson on the use of idioms, the teacher had a very interactive approach, promoting activities which required a high level of discussion and joint working between pupils. This proved to be highly productive and the session buzzed with energy and ideas. Another Year 5 lesson, in physical education, promoted good learning because of the technical and management skills of specialist rugby coaches, leading once more to good engagement by pupils and effective learning. In a challenging science session in Year 6 on dissolving and separating, pupils had good opportunities to work co-operatively and make choices and experiment for themselves rather than simply follow instructions. Supported by the teacher's good subject knowledge, these open-ended opportunities enabled pupils to extend their understanding significantly. However, in several lessons, learning was constrained either because the activities planned were not sharply matched to pupils' learning needs or because pupils had little active role. This meant that they did not learn quickly or efficiently enough.

Pupils' personal development is good. They respond well to challenges and work well co-operatively when given the opportunity. The school council offers pupils an initial experience of the democratic process. Spiritual, social and moral development is good, although cultural aspects are less systematically developed. The good communication skills of Year 5 pupils were evident in an assured and well-presented assembly. Pupils show

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great respect for each other and for staff and have good interpersonal skills. However, average, though improving, basic skills mean that pupils are satisfactorily prepared for future study and later life.

These are the grades for pupils' outcomes

| | |
|---|----------|
| Pupils' achievement and the extent to which they enjoy their learning | 3 |
| Taking into account: | |
| Pupils' attainment ¹ | 3 |
| The quality of pupils' learning and their progress | 3 |
| The quality of learning for pupils with special educational needs and/or disabilities and their progress | 3 |
| The extent to which pupils feel safe | 2 |
| Pupils' behaviour | 2 |
| The extent to which pupils adopt healthy lifestyles | 2 |
| The extent to which pupils contribute to the school and wider community | 2 |
| The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being | 3 |
| Taking into account: | |
| Pupils' attendance ¹ | 2 |
| The extent of pupils' spiritual, moral, social and cultural development | 2 |

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

How effective is the provision?

Over time, teaching and learning are satisfactory overall. However, some good lessons were seen during the inspection. In the best lessons, high expectations and effective assessment practice underpin good learning. Where specialist teachers were observed, as in games coaching, teaching and learning were consistently good. These lessons build effectively on pupils' enthusiasm for learning. However, in lessons where progress is slower, and particularly in Years 3 and 4, planning for the needs of differing groups is often superficial, leading to some lack of challenge. Expectations of pupils' recorded work are not sufficiently challenging to move outcomes to a higher level. Individual pupil targets are not used consistently enough to drive pupils' learning. Other than in writing, teachers' marking provides only occasional guidance for pupils on the next steps in learning. Some activities enable pupils to evaluate their own work. However, with no consistent approach, opportunities are missed to develop and strengthen good practice across the school.

The curriculum has many strengths, including the excellent range of extra-curricular activities. It offers pupils a broad range of experiences, particularly in sport and in the creative and performing arts. Personal, social, health and citizenship education is carefully

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planned. The curriculum supports the development of pupils' mathematical skills increasingly well. However, other than in Year 6 there are few planned opportunities for extended writing in other subjects. The use of information and communication technology to enhance learning in other subjects is underdeveloped. External partnership activities contribute well to extending pupils' learning. These include occasional events to support gifted and talented pupils.

Staff are very responsive to pupils' needs and those of their families. Pupils from the Gypsy/Roma community are well supported. Transition arrangements are good. The school works closely with support agencies, particularly for pupils with specific needs. There is good practice in supporting the health, social, behavioural and transition needs of pupils whose circumstances make them vulnerable.

These are the grades for the quality of provision

| | |
|--|----------|
| The quality of teaching | 3 |
| Taking into account: The use of assessment to support learning | 3 |
| The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships | 3 |
| The effectiveness of care, guidance and support | 2 |

How effective are leadership and management?

The headteacher's commitment to pupils and to their families consistently ensures that those aspects of provision which promote pupils' good personal development are firmly embedded and effective. The school successfully engages parents and, as a result, they have considerable confidence in the school. However, school leaders have been less rigorous in their approach to raising pupils' achievement, so that academic outcomes are more variable. Even though the senior leadership team is anxious to improve provision and has implemented systems to track pupils' progress, aspects of monitoring are not consistently thorough. Not all lesson observations are sufficiently focused on the impact of teaching on pupils' learning, while expectations of pupils' written work are not always high enough. Judgements are sometimes based on assumptions rather than first-hand evidence. For example, the school does not rigorously evaluate the academic progress of pupils with special educational needs and/or disabilities. However, even though school self-evaluation is occasionally over-generous, the school development plan is focused on appropriate priorities.

The governing body is well-organised and supportive, has a good awareness of the school's strengths and areas for development and has systems for seeking the views of parents and pupils. Governors have not, in the past, routinely challenged school leaders in relation to achievement. However, with new members and increased expertise, this is beginning to change. Governors are increasingly involved in school self-evaluation and are committed to more direct involvement in monitoring. Currently, statutory responsibilities are met. Safeguarding arrangements are good. Discrimination is tackled rigorously and the promotion of equality of opportunity is satisfactory. The school is internally cohesive. The

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governing body ensures that community cohesion is satisfactorily promoted. There are opportunities to learn about other faiths and communities, locally and globally, through the curriculum. However, pupils have fewer opportunities to engage with the diversity of cultures and communities within the United Kingdom.

These are the grades for leadership and management

| | |
|--|----------|
| The effectiveness of leadership and management in embedding ambition and driving improvement | 3 |
| Taking into account: The leadership and management of teaching and learning | 3 |
| The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met | 3 |
| The effectiveness of the school's engagement with parents and carers | 2 |
| The effectiveness of partnerships in promoting learning and well-being | 2 |
| The effectiveness with which the school promotes equality of opportunity and tackles discrimination | 3 |
| The effectiveness of safeguarding procedures | 2 |
| The effectiveness with which the school promotes community cohesion | 3 |
| The effectiveness with which the school deploys resources to achieve value for money | 3 |

Early Years Foundation Stage

The majority of children join the school in Nursery although around one third enter the Reception classes directly. Children enter the Nursery from a number of pre-school settings. Typically, children's skills and knowledge on entry are less secure in communication, language and literacy than in other areas. Effective induction arrangements, including home visits, establish a secure bond with parents and carers and ensure that children feel safe. Welfare matters have a high profile. Children are well cared for and build good relationships within the group. They behave well and engage confidently with adults and other children, quickly developing independence in their learning. Overall, they make good progress, particularly in their personal and social development, in their knowledge and understanding of the world and in their creative development. Although writing was a weaker element last year, the school has reacted promptly to increase progress in that area. As they enter Year 1, children's skills and knowledge are generally above those expected. Their good skills in reading and improving skills in writing are well supported by an effective programme for teaching sounds and letters.

Staff benefit from good professional development opportunities. Focused teaching ensures that children successfully extend and develop their skills. Sessions of direct teaching provide good challenge, successfully meeting children's needs across the ability range. A good balance of activities chosen by children and those led by adults ensures that learning

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sustains a good pace. Children have good opportunities to make choices, both indoors and outside. The classrooms provide a stimulating learning environment, while the outdoor area is used effectively. All areas of learning are planned for appropriately. Thorough assessments provide good information on children's progress. The Early Years Foundation Stage leader has a well-informed oversight of the strengths of the provision. However, available data are not analysed as rigorously as they might be.

These are the grades for the Early Years Foundation Stage

| | |
|--|----------|
| Overall effectiveness of the Early Years Foundation Stage | 2 |
| Taking into account: | |
| Outcomes for children in the Early Years Foundation Stage | 2 |
| The quality of provision in the Early Years Foundation Stage | 2 |
| The effectiveness of leadership and management of the Early Years Foundation Stage | 2 |

Views of parents and carers

Of the parents and carers who responded to the questionnaire, almost all are pleased with the school and the way in which it provides for their children. One said: 'A great school - safe, warm and loving; the headteacher is exceptional and all the staff are totally dedicated.' Parents and carers greatly value the strong sense of community, the friendliness, the pastoral care and the high level of commitment by the staff. A very small number of parents and carers raised concerns relating to individual children. While these formed no consistent pattern, a few parents and carers felt that their children were not making sufficient progress. While acknowledging the school's strengths, the inspection team found that there are some inconsistencies in the progress pupils make.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Kyson Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school. The inspection team received 144 completed questionnaires by the end of the on-site inspection. In total, there are 436 pupils registered at the school.

| Statements | Strongly agree | | Agree | | Disagree | | Strongly disagree | |
|---|----------------|----|-------|----|----------|---|-------------------|---|
| | Total | % | Total | % | Total | % | Total | % |
| My child enjoys school | 101 | 70 | 40 | 28 | 0 | 0 | 1 | 1 |
| The school keeps my child safe | 119 | 83 | 23 | 16 | 0 | 0 | 1 | 1 |
| My school informs me about my child's progress | 92 | 64 | 49 | 34 | 1 | 1 | 0 | 0 |
| My child is making enough progress at this school | 85 | 59 | 50 | 35 | 6 | 4 | 0 | 0 |
| The teaching is good at this school | 93 | 65 | 47 | 33 | 1 | 1 | 0 | 0 |
| The school helps me to support my child's learning | 90 | 63 | 53 | 37 | 1 | 1 | 0 | 0 |
| The school helps my child to have a healthy lifestyle | 97 | 67 | 43 | 30 | 2 | 1 | 0 | 0 |
| The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment) | 94 | 65 | 37 | 26 | 3 | 2 | 0 | 0 |
| The school meets my child's particular needs | 86 | 60 | 46 | 32 | 4 | 3 | 0 | 0 |
| The school deals effectively with unacceptable behaviour | 89 | 62 | 45 | 31 | 5 | 3 | 1 | 1 |
| The school takes account of my suggestions and concerns | 68 | 47 | 61 | 42 | 4 | 3 | 0 | 0 |
| The school is led and managed effectively | 120 | 83 | 23 | 16 | 1 | 1 | 0 | 0 |
| Overall, I am happy with my child's experience at this school | 112 | 78 | 30 | 21 | 1 | 1 | 1 | 1 |

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

| Grade | Judgement | Description |
|---------|--------------|--|
| Grade 1 | Outstanding | These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs. |
| Grade 2 | Good | These are very positive features of a school. A school that is good is serving its pupils well. |
| Grade 3 | Satisfactory | These features are of reasonable quality. A satisfactory school is providing adequately for its pupils. |
| Grade 4 | Inadequate | These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves. |

Overall effectiveness of schools

| Type of school | Overall effectiveness judgement (percentage of schools) | | | |
|----------------------|---|------|--------------|------------|
| | Outstanding | Good | Satisfactory | Inadequate |
| Nursery schools | 59 | 35 | 3 | 3 |
| Primary schools | 9 | 44 | 39 | 7 |
| Secondary schools | 13 | 36 | 41 | 11 |
| Sixth forms | 15 | 39 | 43 | 3 |
| Special schools | 35 | 43 | 17 | 5 |
| Pupil referral units | 21 | 42 | 29 | 9 |
| All schools | 13 | 43 | 37 | 8 |

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2009 to 31 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

Common terminology used by inspectors

| | |
|----------------------------|---|
| Achievement: | the progress and success of a pupil in their learning, development or training. |
| Attainment: | the standard of the pupils' work shown by test and examination results and in lessons. |
| Capacity to improve: | the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement. |
| Leadership and management: | the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school. |
| Learning: | how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners. |
| Overall effectiveness: | <p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support. |
| Progress: | the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started. |

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



24 January 2011

Dear Pupils

Inspection of Kyson Primary School, Woodbridge, IP12 4HX

Thank you for making us welcome during our visit. We were glad to have the opportunity to talk to you and hear your views. We found that yours is a satisfactory school, though it has a number of strengths. These are our main findings.

You work hard, enjoy lessons and behave well.

You have been making satisfactory progress overall, but this is improving. Last year, progress in mathematics was good and this helped standards to rise.

You undertake many jobs in school. You make a good contribution to the school, and have good links with the local community.

Teaching and learning are satisfactory, with some good lessons.

Most of you feel safe and have a good awareness of the importance of eating healthily and staying fit.

The curriculum is satisfactory, although it has strengths in the tremendous range of extra-curricular opportunities.

School leaders set a clear direction and ensure that you are well looked after.

We are asking the school to make some changes to help you do better.

Help you to learn more rapidly through sharper planning of lessons, higher expectations of your written work and giving you clear advice about what you need to do to move your learning on.

Provide more opportunities for you to use your writing, mathematical and information and communication technology skills in other subjects.

Ensure that school leaders focus on improving teaching so that you learn even more rapidly and that they look closely at the progress which all groups of pupils are making.

You can help by continuing to work hard and do your best. We wish you every success in the future.

Yours sincerely

George Logan

Lead inspector

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