

# Great Waldingfield Church of England Voluntary Controlled Primary School

Inspection report

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<b>Unique Reference Number</b>	124699
<b>Local Authority</b>	Suffolk
<b>Inspection number</b>	359749
<b>Inspection dates</b>	9–10 November 2010
<b>Reporting inspector</b>	Gulshanbir Kayembe

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

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<b>Type of school</b>	Primary
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	4–8
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	86
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Jean Misselbrook
<b>Headteacher</b>	Angela Jones
<b>Date of previous school inspection</b>	21 April 2008
<b>School address</b>	Folly Road Sudbury CO10 0RR
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## Introduction

This inspection was carried out by two additional inspectors. They made visits to eight lessons taught by four different teachers. Inspectors met with groups of pupils, governors and staff. They observed the school's work, and looked at documentation such as the school development plan, assessment records and safeguarding policies. They analysed completed questionnaires from staff and pupils, as well as 25 from parents and carers.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- How much progress do pupils, especially girls, make in mathematics?
- How well do pupils in Key Stage 1, especially able pupils, build on the skills they learn in the Early Years Foundation Stage?
- How effectively is the school improving children's early skills in writing in the Early Years Foundation Stage?
- What is the quality of the school's analysis of its performance and, hence, the accuracy of its self-evaluation?

## Information about the school

This is a smaller than average primary school. Nearly all pupils are White British and none speaks English as an additional language. The proportion of pupils with special educational needs and/or disabilities varies from year to year. Currently it is below average, but last year it was higher. A higher than average proportion of pupils join the school part way through their primary school education. About 10% of pupils are known to be eligible for a free school meal, and this is below average. An independently run playgroup shares the school site, and this is subject to a separate inspection. The school is subject to a local reorganisation plan, within which it will continue to educate pupils until the end of Year 6 instead of Year 4. The school currently has Healthy School status, the Eco School Silver Award and the Activemark.

**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?**

**2**

**The school's capacity for sustained improvement**

**2**

## Main findings

The school provides a good education for its pupils. A strong sense of community helps to nurture pupils' personal development and provide a safe and secure environment. Pupils make good progress in their learning because they are taught well and children in the Early Years Foundation Stage get a good start to their education.

Attainment has been improving at a good rate across all key stages over the last three years and is currently above average. Pupils make good progress in English and mathematics. Boys and girls make similar progress. Pupils in Key Stage 1 build on the skills they develop in the Reception class increasingly well. A themed approach to learning and practical methods, such as role play, helps to securely embed key skills especially in Year 1. However, there are times across both Key Stages 1 and 2 when work is not tailored tightly enough to the needs of individuals or groups of pupils. Sometimes, higher attainers are not stretched enough or middle attainers find work a little too difficult. This is because teachers do not always identify the learning outcomes they are looking for clearly enough to help them plan tasks and activities that fully meet pupils' individual needs. Oral feedback to pupils is often very good. Teachers and teaching assistants monitor pupils as they work, usually intervening very effectively to move their learning on. However, written feedback is not as effective in identifying how well pupils have achieved and what they need to do next. As a result, pupils are not always clear about how to improve their work.

The school provides a wide range of enrichment and extra-curricular activities which support pupils' personal development and their learning. Pupils' good access to physical and sporting activities helps them to maintain a healthy lifestyle and to derive considerable enjoyment from keeping fit. They know how to stay safe and are very well looked after during the school day. Pupils make a good contribution to the school and wider community, for example by being Eco Warriors and looking after the school hens. These skills, together with the good progress they make in their learning, mean that pupils are well prepared for the next steps in education and later life.

The school is led well by the headteacher. She is well supported by the other senior leaders, who work actively with her to strengthen the school's provision. The governing body is supportive of the school but is not taking a strong enough role in monitoring its effectiveness. The school knows how good it is and, in particular, has a very clear picture of the strengths and weaknesses in teaching and learning. The self-evaluation of the school includes good analysis of performance data to help identify key priorities for improvement. Together with the success achieved in improving standards over the last three years, this means that the school has good capacity for further improvement.

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## What does the school need to do to improve further?

- Ensure that all lessons have clear and sharply focused learning objectives in order to help teachers plan work that is well tailored to the needs of different groups of pupils.
- Ensure that written feedback to pupils always clearly shows them how well they are doing and what they need to do to make their work better.
- Ensure that the governing body is more actively engaged in overseeing the work of the school.

## Outcomes for individuals and groups of pupils

2

Pupils' achievement, taking into account their starting points, is good. Many make exceptionally good progress in reading and writing. For example, pupils in Years 3 and 4 made good progress in developing and extending their vocabulary to produce evocative writing about the First World War. They chose words well to produce vivid imagery. Pupils work well in lessons, maintaining a good focus. Their good behaviour supports learning well. Occasionally their attention strays during whole-class sessions, but teachers are good at keeping introductions short and brisk so as to maximise the time pupils have for being actively engaged in their learning. They develop good skills for independent learning, for example, Year 2 pupils researched information on Mercury using computers and books, and maturely noted key facts and points of interest. Girls sometimes lack confidence in their abilities and occasionally work more slowly, but teachers are aware of this issue and addressing it by providing additional support where necessary. Pupils with special educational needs and/or disabilities are well supported and make good progress. They make good improvements in their English in particular. The more-able pupils make good progress year on year as they move through the school.

Pupils develop good social skills, and when asked to work with others they do so effectively. They initiate conversations and show interest in others. Pupils enjoyed visiting a very different school in Ipswich, with which they have a link. Such links, together with visitors to the school such as African drummers, are helping them strengthen their developing understanding of cultural diversity in Britain. Pupils respond well when challenged to reflect on life's deeper questions through the philosophy programme and readily make up prayers in assembly. Attendance is satisfactory. Most pupils have good attendance and are away only when ill. Some parents however take their children on holidays during school time.

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*These are the grades for pupils' outcomes*

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

<sup>1</sup> 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?

Teachers manage and organise classrooms well and establish good working relationships with pupils. The pace of lessons is generally good, and good use is made of teaching assistants to support learning. Questioning effectively probes pupils' understanding. In the best lessons, questions are tailored well for different ability groups. Tasks and activities are interesting and, hence, engage pupils well but they are not always closely enough matched to their needs and sometimes opportunities are missed to get the most out of cross-curricular activities. This is because teachers do not always draw out in sufficient detail what they want pupils to learn, especially different groups of pupils. Ongoing feedback from teachers as pupils work is relevant and precise and makes a palpable difference to their learning. Teachers assess progress very carefully so that they have a strong understanding of individual pupils' learning. There are some good examples of written feedback but the use of constructive comments for improvement is not consistent.

The use of cross-curricular themes is developing well and provides pupils with relevant and interesting experiences. Very good use is made of the external environment for learning. Strong links with the local church enable the school to provide positive spiritual experiences and a sense of community responsibility.

Care, guidance and support are good and ensure that pupils are kept safe and receive the support they need, especially those who are vulnerable. Good relationships with specialist agencies and other professionals ensure pupils' well-being. Pupils who join the school after

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the start of Reception are settled well into the school through, for example, a 'buddy' system.

*These are the grades for the quality of provision*

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

## How effective are leadership and management?

The headteacher has established good teamwork amongst staff and all are working towards common aims. Leadership roles are clearly defined so that all, including those new to their role, have a clear idea of what they are expected to do, especially to support development of teaching and learning. Senior leaders monitor and track individual pupils' progress very effectively and use the resulting information to identify where additional support is needed. Lower attainers are particularly well supported as a result. Senior leaders pick up broader patterns in performance reasonably well and identify, for example, that girls are not always as confident in mathematics. Pupils are included well in all activities and staff are alert to any individuals or groups who are not accessing the curriculum or other activities. Overall, good attention is paid to equality of opportunity. The governing body meets regularly and has a reasonable idea of the school's strengths and weaknesses. They play an effective role in ensuring health and safety and in supporting the school's financial management, but are not actively enough engaged in overseeing the work of the school.

Procedures for safeguarding pupils are good. Thorough attention is paid to health and safety. The school has established good local partnerships and relationships with other professionals as well as parents and carers. Links with the local community are strong and support the school's promotion of community cohesion. Senior leaders have a good understanding of the school's context and has established links with a school in Ipswich to enable its pupils to have first-hand contact with those from different ethnic and religious backgrounds. There suitable plans to build further on the exchange of visits that have taken place and to develop its global links.

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*These are the grades for leadership and management*

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

## Early Years Foundation Stage

Attainment on entry varies from year to year, especially where year groups are particularly small. It is often below age-related expectations in aspects of literacy such as reading and writing and numeracy, especially calculating skills. Children currently in the Reception class began with attainment that was broadly at the levels expected for their age. They are making good progress in their learning because of the good teaching. Activities, especially literacy, are well structured to help children develop their learning independently, although very occasionally they are too open-ended. Role play is used very effectively to develop children's confidence in speaking and their imagination. Questioning focuses well on extending children's thinking and stimulating their curiosity. A strong focus on letters and their sounds is making a big difference to children's writing so that standards are improving.

Staff take many opportunities to promote children's personal and social development so that they get better at sharing resources and working with one another. They enjoy eating fruit at snack and lunch time and understand that it is good for them. Future building plans are taking into account the need to improve the quality of the outdoor area, which currently limits the opportunities for indoor and outdoor activities to be available at the same time. However, children are taken out daily and the school grounds and the local area are used well to promote a wide range of work, including physical development.

Leadership and management are good. Work is very effectively assessed and feedback to children is excellent, both orally and in their written work through the use of symbols they recognise and understand. Relationships with parents and carers are strong and good liaison with feeder playschool and pre-school settings ensures that children settle quickly when joining the school.



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*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
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**

Parents and carers are very satisfied with the school and what it provides for their children. They are particularly happy with the enjoyment their child derives from school, the progress that their child is making and that the school keeps their child safe. A small number would like more information about their child's progress. Inspectors judged that the school shares a good range of progress information with parents and carers, as well as information on where their child can improve.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Great Waldingfield Church of England Voluntary Controlled 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 25 completed questionnaires by the end of the on-site inspection. In total, there are 86 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	16	64	9	36	0	0	0	0
The school keeps my child safe	14	56	10	40	0	0	0	0
My school informs me about my child's progress	11	44	10	40	3	12	0	0
My child is making enough progress at this school	14	56	11	44	0	0	0	0
The teaching is good at this school	15	60	7	28	0	0	0	0
The school helps me to support my child's learning	17	68	8	32	0	0	0	0
The school helps my child to have a healthy lifestyle	16	64	9	36	0	0	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)	10	40	11	44	0	0	0	0
The school meets my child's particular needs	13	52	8	32	1	4	0	0
The school deals effectively with unacceptable behaviour	13	52	7	28	2	8	0	0
The school takes account of my suggestions and concerns	13	52	11	44	0	0	0	0
The school is led and managed effectively	14	56	8	32	2	8	0	0
Overall, I am happy with my child's experience at this school	17	68	8	32	0	0	0	0

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	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

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 March 2010 and are the most recently published data available (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)). Please note that the sample of schools inspected during the autumn and spring terms 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. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## 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"> <li>■ The school's capacity for sustained improvement.</li> <li>■ Outcomes for individuals and groups of pupils.</li> <li>■ The quality of teaching.</li> <li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li> <li>■ The effectiveness of care, guidance and support.</li> </ul>
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.**



12 November 2010

Dear Pupils

**Inspection of Great Waldingfield Church of England Voluntary Controlled Primary School, Sudbury, CO10 0RR**

Thank you for making us so welcome when we visited your school. We enjoyed talking to you and hearing your views. The school provides you with a good education and you make good progress in your learning. In lessons, you focus well on your tasks and help each other effectively. You also develop into well-rounded individuals because of the wide range of activities you are given to do. Most of you enjoy taking exercise and eating fruit, although some of you have a little too much cake and chocolate in your lunch boxes. You behave well in and around the school and older children are good at looking after younger ones. Good links with the local village mean you do lots of community activities and learn about becoming good citizens. The school looks after you very well and makes sure that all of you are included in all activities.

We have asked the school to help you to learn even more by making sure that you are always given a clear and precise idea of what it is that you need to have achieved by the end of each lesson, and that work is not too easy or too hard. We have also asked the teachers to make sure that they follow up on the good feedback they give you during lessons with useful pointers for improvement when they mark your work. You can help to improve your work by making sure you respond to comments and check with your teachers about what they expect you to learn in lessons.

Your headteacher works well with other staff to help the school to become the best it can. The governing body support her well. We have asked them to help in the drive for further improvement by playing a more active role in overseeing the work of the school.

Thank you again for answering our questions and helping with the inspection.

Yours sincerely

Gulshanbir Kayembe

Lead inspector

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