

Stradbroke Church of England Voluntary Controlled Primary School

Inspection report

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| Unique Reference Number | 124742 |
| Local Authority | Suffolk |
| Inspection number | 359759 |
| Inspection dates | 17–18 March 2011 |
| Reporting inspector | Nick Butt |

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 | Voluntary controlled |
| Age range of pupils | 4–11 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 89 |
| Appropriate authority | The governing body |
| Chair | James Hargrave |
| Headteacher | Melanie Barrow |
| Date of previous school inspection | 16 June 2008 |
| School address | Queen Street Stradbroke, Eye IP21 5HH |
| Telephone number | 01379 384415 |
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Introduction

This inspection was carried out by two additional inspectors. The inspection team visited 12 lessons and observed four teachers. Inspectors held meetings with members of the governing body, staff, and groups of pupils. They observed the school's work and looked at a selection of documentation, including planning, evidence of monitoring such as lesson observations, and analyses of pupils' work and other assessment information. The inspection team scrutinised inspection questionnaires returned by the parents and carers of 45 pupils, as well as those from staff and pupils.

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

- The key factors explaining the school's very rapid improvement since the last inspection.
- How effectively the school helps pupils to understand the diversity of different cultures in the United Kingdom.
- The extent to which the curriculum meets the full range of pupils' needs and aspirations.

Information about the school

Stradbroke is a small primary school. Most pupils are from White British backgrounds. The proportion of pupils known to be entitled to free school meals is below average. The proportion of pupils with special educational needs and/or disabilities is above average. The school has Healthy Schools status, the Activemark award and Eco school bronze award. A new deputy headteacher took up her post in September 2010.

A privately run pre-school shares the site and is subject to a separate inspection.

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?

1

The school's capacity for sustained improvement

1

Main findings

Stradbroke Church of England Voluntary Controlled Primary School is an outstanding school. It has improved considerably since its last inspection owing to the relentless drive of the headteacher, whose dynamic and innovative leadership has built a very strong team of outstanding staff. High levels of consistency throughout the school ensure all pupils receive the same excellent provision, and are able to make extremely rapid progress in their learning. This begins from the moment they join the Reception class and continues until they leave Year 6. While, in the past, there were plateaux of satisfactory provision, these have been eliminated under the new leadership team. Parents and carers are delighted with the work of the school. One, speaking for many, said, 'Mrs Barrow and her team never stay still! The school is always moving forward and the children are excited and 'pumped' about school and learning, week in, week out. That is an accomplishment indeed!'

The quality of teaching and learning is outstanding. Lessons inspire the pupils because they are fully involved in their learning, work is pitched precisely to meet their needs and there is a high level of challenge. Teaching assistants are deployed highly effectively to support groups of pupils and individuals, and make a very valuable contribution to their outstanding learning and progress. Excellent assessment procedures ensure that all staff know the children extremely well and make regular checks on their understanding to correct any errors. The exciting curriculum provides pupils with a wealth of memorable experiences, including a mobile planetarium and a trip to London to witness a 52 gun salute.

Attainment is above average in English and mathematics, continuing a rising trend from below average standards at the time of the last inspection. In 2010 national tests, all Year 6 pupils attained Level 4 in English, and almost all in mathematics. Pupils' achievement is outstanding, because every opportunity is taken to move them forward in their learning.

Pupils have an excellent awareness of their own and others' safety, and are fully conversant with e-safety. They support the school in identifying risks and ensuring the site is secure. Pupils' behaviour is excellent as they show consideration to one another and are polite and friendly. They are highly motivated to do their best in lessons, and join in enthusiastically with the activities. They have an excellent understanding of what constitutes a healthy lifestyle, running a healthy fruit and vegetable stall at playtimes, and leading the younger children in games. Pupils have a growing awareness of cultures in different countries through links with schools in Hong Kong and France. They have a more limited understanding of the diversity of cultures in the United Kingdom, not having any direct links with pupils from different cultural backgrounds to their own.

Highly accurate self-evaluation ensures that the senior leadership team knows the school extremely well, based on rigorous and systematic monitoring. The outstanding governing

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body provides a strong strategic lead combined with considerable expertise in key areas. The school's excellent progress since its last inspection, combined with the extremely high quality of its provision, makes its capacity for sustained and continued improvement outstanding.

What does the school need to do to improve further?

- Promote community cohesion further by building links to give pupils direct experience of the diversity of cultures in the United Kingdom.

Outcomes for individuals and groups of pupils

1

Pupils thoroughly enjoy their learning in every class. Pupils in Years 5 and 6 engaged in high level discussion about a video they had watched of somebody performing a poem about a pet iguana. They were able to identify key features of performance poetry, and to begin to compose their own. Pupils in Years 2 and 3 were engrossed in classifying mini-beasts by the numbers of their legs and wings and enjoyed finding out about particular insects such as ladybirds.

Children join Reception with skills and abilities below national expectations, especially in their social development and in language and literacy. Like pupils throughout the school, they make outstanding progress because of the care and attention that goes into giving them a rich and stimulating curriculum underpinned by an emphasis on developing basic skills. All groups of pupils achieve extremely well, including those with special educational needs and/or disabilities, and those known to be eligible for free school meals. Individual programmes of study enable pupils with special educational needs and/or disabilities and those whose circumstances make them vulnerable, to make excellent progress in their learning. A careful check is made on the impact of interventions to ensure they are highly effective.

Pupils take plenty of exercise, including participating in a wide range of sports clubs. The school organised a girls' football club at their request, which is very popular. Pupils make an outstanding contribution to the school and wider community through their commitment to supporting one another and willingness to shoulder responsibility. Pupils played an important and moving part in the annual village service of Remembrance, laying a wreath and reciting war poems in a special assembly. The school's brass band opened the local jazz festival. Older pupils run clubs for the younger ones, such as board games. Pupils are active in raising money for charity and in helping those in need. They were very keen to do something to support the victims of the Japanese earthquake. Pupils are extremely well prepared for the move to secondary school, not only through their good basic skills and regular attendance, but also having the excellent personal qualities and working habits necessary to succeed in later life. Their appreciation of values for life, such as compassion and courage, aid their outstanding moral and social development, shown when pupils acted out a Hindu story in assembly. They have an excellent awareness and concern for the environment. Good cultural development is secured through the curriculum and their links with pupils abroad.

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

These are the grades for pupils' outcomes

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

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?

Teaching fires pupils' imaginations and inspires them to high levels of concentration and engagement. For example, pupils in Years 2 and 3 devised open-ended questions to put to the Gruffalo, played by one of their classmates. Teachers focus on what they want pupils to learn, and involve them in assessing how successful they have been. Expectations of what pupils can do and achieve are high, reflected in the quality of work in their books, and the usefulness of the marking, which consistently shows them how to improve. Pupils understand their challenging individual targets for improvement and work hard to reach them.

The curriculum is designed to be relevant, creative and flexible enough to adapt to mixed-age classes. It thoroughly meets the full range of pupils' needs and aspirations. A stimulating range of resources, such as that supporting the topic on Mexico, enhances learning. Pupils apply their literacy and numeracy skills across a range of subjects highly effectively, and make very good use of information and communication technology, aided by the school's new computer suite. For example, pupils prepared electronic presentations around the theme of harvest to show to parents and carers at the school's harvest festival. There is an excellent number of visits and visitors to enrich the curriculum further. Pupils particularly enjoyed dissecting owl pellets, when the countryside warden stopped by.

A parent said, 'The school feels vibrant and full of life. The contact and support between the school, parents and children is excellent.' Staff go that 'extra mile' to secure the best

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possible support for all pupils, particularly those who may have missed out at some point in their past. They have introduced play-based therapy and engaged family support workers to help families whose circumstances make them vulnerable. They can point to numerous success stories, where pupils have improved dramatically in terms of their behaviour, progress and self-esteem as a result of the outstanding care and support they have received. This attention to detail is backed up by specialised training for all staff so they are fully aware of the pupils' needs.

These are the grades for the quality of provision

| | |
|--|----------|
| The quality of teaching | 1 |
| Taking into account: The use of assessment to support learning | 1 |
| The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships | 1 |
| The effectiveness of care, guidance and support | 1 |

How effective are leadership and management?

The headteacher's passion and drive for excellence are clear in the way she articulates her vision. The school's key aim, 'expect the best', is extended to all members of the school community. The headteacher has been particularly effective in identifying and developing strengths within her team, and giving young and inexperienced members of staff the confidence to achieve much. The new deputy headteacher has made a very positive impact in a short space of time, and complements the headteacher's strengths well. Their shared approach to school improvement has been highly successful in transforming teaching and learning, so provision is now outstanding. The senior leadership team is constantly looking for solutions rather than finding problems, and they are joined in this by the highly effective governing body, whose strategic view has placed the school on a firm financial footing and whose expertise has supported all aspects of the school's development. Governors display considerable levels of challenge, like everybody else, expecting the best from the school's leaders.

There are excellent links with parents and carers. The school responds swiftly to their views, for example in extending the house system, and provides support for them in the form of inclusive courses, such as 'how to raise a resilient child'. The school has a wide range of extremely effective partnerships with training colleges, scientific and arts organisations, the local sports partnerships and a local cluster of schools, all of which make an important contribution to pupils' academic success and their outstanding personal development. Outstanding equality of opportunity extends to all pupils, whatever their age or ability, because of the consistency of the school's provision and sophisticated monitoring to ensure rapid rates of progress and high participation. Exemplary safeguarding arrangements ensure all staff are fully trained, and that meticulous records are kept of any concerns, which are rigorously followed-up. The school's rigorous analysis of its work to promote community cohesion identifies its excellent impact in its own and local community, its developing strengths abroad, and its comparative weakness with

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respect to the diversity of cultures in the United Kingdom. It has a secure strategy for further development.

These are the grades for leadership and management

| | |
|--|----------|
| The effectiveness of leadership and management in embedding ambition and driving improvement | 1 |
| Taking into account: The leadership and management of teaching and learning | 1 |
| The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met | 1 |
| The effectiveness of the school's engagement with parents and carers | 1 |
| The effectiveness of partnerships in promoting learning and well-being | 1 |
| The effectiveness with which the school promotes equality of opportunity and tackles discrimination | 1 |
| The effectiveness of safeguarding procedures | 1 |
| The effectiveness with which the school promotes community cohesion | 2 |
| The effectiveness with which the school deploys resources to achieve value for money | 1 |

Early Years Foundation Stage

Children love coming to Reception, as the learning environment is rich and vibrant, and the activities are exciting and purposeful. As part of a farm project, pupils enjoy the role-play vet's surgery, and have had considerable input into how it is set up and equipped. The staff's enthusiasm and excellent understanding of how young children learn ensure that activities promote key skills and knowledge, and enable children to make very rapid progress from their starting points. There are excellent opportunities for children to write. They enjoyed putting together books about farming, with each page dedicated to a different aspect. There is a good mix of activities led by adults and those chosen by the children themselves. Resources are easily accessible, and children have the freedom to go outside into the spacious and well-equipped outdoor area, which is just as stimulating as the classroom.

Very thorough assessment procedures give staff a comprehensive appreciation of children's progress. Their achievements are recorded in attractive and detailed 'learning journeys', which parents and children enjoy consulting. Outstanding leadership and management have built a very strong staff team, who engage extremely effectively with parents and carers.

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

These are the grades for the Early Years Foundation Stage

| | |
|--|----------|
| Overall effectiveness of the Early Years Foundation Stage | 1 |
| Taking into account: | |
| Outcomes for children in the Early Years Foundation Stage | 1 |
| The quality of provision in the Early Years Foundation Stage | 1 |
| The effectiveness of leadership and management of the Early Years Foundation Stage | 1 |

Views of parents and carers

There was an above average response to the questionnaires from parents and carers. All agreed that their children enjoy school and have their particular needs met. The responses were overwhelmingly positive, reflecting the inspection findings of outstanding outcomes and provision. A very few parents disagreed with one or other of the statements, but there was no one area where a significant number disagreed.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Stradbroke 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 45 completed questionnaires by the end of the on-site inspection. In total, there are 91 pupils registered at the school.

| Statements | Strongly agree | | Agree | | Disagree | | Strongly disagree | |
|---|----------------|----|-------|----|----------|---|-------------------|---|
| | Total | % | Total | % | Total | % | Total | % |
| My child enjoys school | 26 | 58 | 19 | 42 | 0 | 0 | 0 | 0 |
| The school keeps my child safe | 27 | 60 | 17 | 38 | 1 | 2 | 0 | 0 |
| My school informs me about my child's progress | 23 | 51 | 17 | 38 | 4 | 9 | 0 | 0 |
| My child is making enough progress at this school | 19 | 42 | 22 | 49 | 4 | 9 | 0 | 0 |
| The teaching is good at this school | 27 | 60 | 17 | 38 | 1 | 2 | 0 | 0 |
| The school helps me to support my child's learning | 23 | 51 | 20 | 44 | 2 | 4 | 0 | 0 |
| The school helps my child to have a healthy lifestyle | 20 | 44 | 22 | 49 | 3 | 7 | 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) | 23 | 51 | 18 | 40 | 1 | 2 | 0 | 0 |
| The school meets my child's particular needs | 27 | 60 | 18 | 40 | 0 | 0 | 0 | 0 |
| The school deals effectively with unacceptable behaviour | 14 | 31 | 27 | 60 | 0 | 0 | 2 | 4 |
| The school takes account of my suggestions and concerns | 19 | 42 | 23 | 51 | 1 | 2 | 0 | 0 |
| The school is led and managed effectively | 26 | 58 | 16 | 36 | 2 | 4 | 0 | 0 |
| Overall, I am happy with my child's experience at this school | 28 | 62 | 15 | 33 | 2 | 4 | 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 | 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.



21 March 2011

Dear Pupils

Inspection of Stradbroke Church of England Voluntary Controlled Primary School, Eye, IP21 5HH

Thank you for making us so welcome when we visited your school, and for sharing your views with us, as well as filling in the questionnaires. You told us how proud you are of your school, and how much you enjoy learning. We agree with you that the school provides you with an outstanding education and has many strengths. Here are some of them.

You make extremely good progress in your learning.

You have an excellent understanding of how to keep safe and stay healthy.

Your behaviour is outstanding, and you do much to support one another.

The teaching is of a very high quality, which makes learning especially exciting.

There are lots of clubs, visits and visitors for you to enjoy.

The school cares for you extremely well.

Mrs. Barrow and her team are doing an excellent job at improving the school.

The youngest children make great gains in the Reception class.

We know you find it interesting writing to children in other countries such as France and Hong Kong and finding out about how their experiences are different from yours. In addition, we have asked the school to arrange for you to find out more about the different cultures of children in the United Kingdom.

You all can help by continuing to do your best and taking a full part in lessons.

Our best wishes for the future,

Yours sincerely

Nick Butt

Lead Inspector

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