

Stutton Church of England Voluntary Controlled Primary School

Inspection report

Unique Reference Number	124743
Local Authority	Suffolk
Inspection number	363983
Inspection dates	27–28 June 2011
Reporting inspector	Mary Summers

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

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	52
Appropriate authority	The governing body
Chair	Tim Ryan
Headteacher	Wendy Worley
Date of previous school inspection	14 April 2008
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Introduction

This inspection was carried out by two additional inspectors. They visited eight lessons, taught by three different teachers. Meetings were held with pupils, staff and a member of the governing body. Inspectors observed the school's work, and looked at documents associated with safeguarding procedures and school self-evaluation. They examined data and information about pupils' progress and looked at samples of their work. They also scrutinised improvement plans as well as planning for lessons and the curriculum. Minutes from meetings held by the governing body and monitoring and evaluation reports written by senior leaders and the local authority were also examined. Inspectors took account of the views of pupils and of the 10 members of staff who had completed questionnaires, as well as the content of 30 questionnaires that had been returned by parents and carers.

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

- How well the more-able pupils are challenged in English.
- How well pupils develop an understanding of life in communities outside their own experience.
- How effectively the school's provision in information and communication technology (ICT) supports pupils' learning in different subjects.
- The impact of the work of subject coordinators on pupils' attainment and progress.

Information about the school

This school is much smaller than average. The numbers of pupils in each year group vary between five and 13. About half of the pupils come from the village and the remainder travel in from further afield. Almost all of the pupils are from White British backgrounds. Very few speak English as an additional language. The proportion known to be eligible for free school meals is well-below average. A much higher-than-average proportion of pupils is identified as having special educational needs and/or disabilities. Many of those identified have moderate learning difficulties. The school has won a number of national awards in recent years, including Healthy Schools status and the silver Eco award.

The headteacher is new since the last inspection.

A pre-school playgroup, the Stutton Seals, run by a private company, operates from the school site but was not included in the 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?

2

The school's capacity for sustained improvement

2

Main findings

This is a good school where pupils grow into confident and independent learners and make effective progress in developing their academic skills. They enjoy all aspects of school life, taking an active role in lessons and participating in the wide range of activities on offer that make learning exciting and enjoyable. By the time they leave the school at the end of Year 6, their attainment is above average.

Pupils learn about the importance of healthy lifestyles and most adopt them. They raise money to support local and international charities, and correspond regularly with pupils in schools in France and Ghana, thus learning effectively about what life is like in communities that are different from their own. Behaviour is good in lessons and around the school. Pupils are kind to one another and are quick to offer help when necessary. They appreciate the qualities of friendship, one writing, 'A good friend is supportive and makes you laugh.'

Teaching is good. Teachers have good relationships with pupils which result in a pleasant, informal atmosphere in lessons. This means that pupils are keen to offer their opinions and ideas, confident in the knowledge that they will be respected and valued.

Children make satisfactory progress in the Early Years Foundation Stage. They are happy to come to school and develop good relationships with all the staff who work with them. They make satisfactory progress over the year. However, their experiences indoors and outdoors are not planned carefully enough to support faster progress in all the different areas of learning. Space is not used efficiently to allow children free access to equipment and materials. Although children's progress is monitored over the year, the information is not always used to plan specific activities to cater for children's different needs and abilities.

Senior leaders have a clear understanding of the school's performance and a good commitment to improving provision still further for the pupils. Improvement plans focus on the right key priorities but sometimes lack the clear success criteria, timelines, monitoring procedures and benchmarks necessary to secure more rapid improvement. Nonetheless, improvement since the last inspection has been good, especially in the way that systems to track children's progress have been strengthened and communication with parents and carers improved. The school has a good capacity for further improvement.

What does the school need to do to improve further?

- Improve children's progress in the Early Years Foundation Stage by:
 - reviewing the use of space in the indoor and outdoor areas to provide sufficient room for children to easily access materials and equipment

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- planning activities more thoroughly to ensure there are clearer targets for children's learning
- using the information gained from tracking children's progress to plan activities which challenge them at levels appropriate to their needs and abilities.
- Ensure that school improvement plans contain clear and measurable success criteria and responsibilities, so that school leaders can accurately judge the success of initiatives and progress towards intended outcomes.

Outcomes for individuals and groups of pupils**2**

Children's skills vary considerably when they start in Reception, but are usually in line with those expected for their age. The attainment seen in Year 6 lessons was above average. Attainment in mathematics has been stronger than in English. The school has focused effectively this year on pupils' reading and writing skills, especially those of boys, whose achievement is rising as a result. In a writing lesson observed in the Year 5 and 6 class, boys and girls enthusiastically wrote a diary entry, taking on the role of a character in a novel they were reading. They used a checklist to ensure they had included everything they needed to meet the success criteria for the lesson. All of the pupils made good progress, including those who were more able, because they were challenged well by the activity.

Another key feature in pupils' successful learning is the well-organised programme of small group work which supports those who are at risk of underachievement as well as pupils with special educational needs and/or disabilities. These pupils enjoy good opportunities to use laptops, digital cameras and microphones to help them with their work. Two pupils enthusiastically practised their multiplication facts on laptops, for example, trying to complete as many correct answers as they could within a given time limit.

Pupils' spiritual, moral, social and cultural development is good. All pupils demonstrate good levels of understanding for others' feelings. They reflect sensitively on their developing religious beliefs and show a good understanding of different faiths and cultures. They work well together in lessons, sharing equipment and suggesting ideas to help others with their work. They show good levels of initiative and maturity when they organise their own games in the playground and suggest areas for school improvement through their work on the school council. Attendance is above average and punctuality good. All these positive qualities, along with above-average basic skills, mean that pupils are well prepared for the future.

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These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account: Pupils' attainment ¹	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
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	2
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?

Teachers use a wide variety of strategies to maintain pupils' interest and motivation. For example, they ask searching questions to test and develop pupils' understanding and use computers to help to explain new concepts. Activities for pupils in Years 1 to 6 are planned well to meet pupils' different needs and abilities. In a Year 1 and 2 class, for example, more-able pupils doubled amounts of money using a strategy that the teacher had taught them. As they progressed and became more confident, they challenged each other to double higher and higher amounts. These pupils made good progress and gained a great deal of confidence and enjoyment from the activity. Individual targets are set for reading, writing and mathematics and these motivate pupils well and encourage them to take responsibility for their learning. Pupils' books are marked regularly but teachers do not always include useful comments to help them improve their work.

The good curriculum supports pupils' academic and personal skills well. Specialist teaching in music enables pupils to make good progress in singing and instrumental work. Pupils' work to gain the silver Eco-Schools award has helped them to develop a good understanding of environmental issues. Effective partnerships with local organisations provide useful opportunities for pupils to extend their academic, creative and sporting skills. Opportunities for pupils to use their ICT skills, for example, have been greatly enhanced by a partnership with a local provider. Pupils appreciate the good variety of clubs on offer and the themed events, such as Writing Day and Wild West Week, to make

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learning relevant and interesting. The school grounds and local environment are used especially well to support pupils' learning in many different subjects. A 'Maths Trail' around the village helped pupils to apply their mathematical skills in different ways. Pupils in Years 5 and 6 spoke enthusiastically about a recent visit to Dunwich to learn about coastal erosion.

Pupils are well cared for in school. They are well known as individuals and any difficulties, academic or personal, are quickly identified. Pupils are provided with good opportunities to help them learn how to make the correct choices, for example, about their personal safety and health. Sensitive support is offered to pupils who sometimes find school challenging and this helps them settle down and take a full part in school life. Well-established procedures help pupils transfer into new classes as they become older, and move on to secondary education. The school is currently updating documentation for pupils with special educational needs and/or disabilities, to ensure that learning plans are up to date and identify a clear way forward for these pupils.

These are the grades for the quality of provision

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

How effective are leadership and management?

School leaders have an accurate picture of the school's performance, gained through careful analysis of the information about pupils' learning and attainment. Regular 'progress meetings' examine the outcomes of monitoring exercises, including lesson observations, test results, scrutiny of pupils' work and discussions with pupils. Subject coordinators play a good part in this, monitoring what is happening in lessons and taking a lead role in organising special events and experiences for pupils. Plans for school improvement are satisfactory, but they lack clear measureable outcomes and details about how school leaders will check the success of initiatives.

Governance is good. The governing body takes a key role in monitoring the school's work and holding it to account over its performance. Concerns about the school's communication with parents and carers were identified last year, for example, and the governing body and headteacher worked well together to address the issue. Many strategies were introduced, including weekly 'parent drop-ins', and weekly informative newsletters as well as invitations to parents and carers to a wide range of school events and celebrations. As a result, partnerships with parents and carers are now good. Several parents and carers wrote very positively about the work that the school does with their children. One noted, 'This is a fantastic school which gives so much time and encouragement to children, that even the quietest of them gain in confidence so much

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that they participate in all activities. Parents have the opportunity to become involved through sharing lessons.'

Good links with a wide range of partners, including the Church, curriculum specialists and local secondary schools, strengthen community links and offer a wealth of opportunities for pupils to develop their personal, academic and creative skills.

Safeguarding procedures are satisfactory. Security arrangements are checked regularly and new staff are vetted to ensure their suitability. The school is aware that some aspects of the behaviour policy are not clear enough to ensure fully consistent practice, and is already planning to resolve this. Staff promote equality of opportunity well. Senior staff track the progress of different groups of pupils carefully to identify underachievement. This has led to successful action being taken to narrow the gap in achievement between boys and girls in English. Racist incidents are rare, and good procedures ensure that any that do arise are tackled promptly. The school promotes community cohesion well. There is a very strong feeling of community within the school and locality, and there are good links with schools and communities further afield.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
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	2
The effectiveness of safeguarding procedures	3
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Children settle in quickly to the Reception class and begin to develop their confidence and independence. The atmosphere is warm and inviting and this means that children come into school happily each morning, ready to engage in all the activities provided for them. Relationships with parents and carers are strong and this means that they are confident to leave their children at school, secure in the knowledge that they will be safe and happy.

The children spend some of the time in the Year 1 and 2 class and some dedicated time in the small Reception classroom and outdoor area, in the care of additional adults. However,

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the space in the two areas is not used well enough to provide children with enough room to move around independently and access different materials and equipment. Children enjoy a range of activities that are directed by adults and some that they choose for themselves. They play cooperatively in the outdoor area, for example, pretending they are at the seaside, and 'writing' postcards to their friends at home. Planning is satisfactory but activities often lack targets that are clear enough to ensure that all adults are aware of what children are expected to achieve. Adults have good relationships with children and show high levels of care and concern for their welfare. They supervise children well to make sure they are safe and secure.

Leadership is satisfactory. Children's progress and achievements are tracked satisfactorily but the resulting information is not always used well enough to plan appropriate activities to meet their individual needs and help them take the next steps in their learning.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	3
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

Views of parents and carers

The proportion of parental questionnaires returned was higher than average. The vast majority of parents and carers are positive about the school's work. All agree that their children enjoy school, that they are kept well informed about their children's progress, and that the school helps their children adopt healthy lifestyles. A minority expressed concern about how the school deals with unacceptable behaviour. Inspectors observed lessons in every class, observed behaviour in the playground and the dining hall, held discussions with pupils and examined the school's systems for managing behaviour. Their evidence confirmed that behaviour was good and generally well managed, although the sanctions to address unacceptable behaviour were not universally understood by all members of the school community. A few parents and carers were concerned about the leadership and management of the school. Inspectors examined management systems, talked to staff and members of the governing body, and observed the general running of the school. The evidence confirmed that leadership and management were good and this contributed to the positive outcomes achieved by pupils.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Stutton 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 30 completed questionnaires by the end of the on-site inspection. In total, there are 52 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	13	43	17	57	0	0	0	0
The school keeps my child safe	4	13	25	83	1	3	0	0
My school informs me about my child's progress	7	23	23	77	0	0	0	0
My child is making enough progress at this school	8	27	20	67	2	7	0	0
The teaching is good at this school	6	20	24	80	0	0	0	0
The school helps me to support my child's learning	7	23	20	67	3	10	0	0
The school helps my child to have a healthy lifestyle	7	23	23	77	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)	7	23	21	70	1	3	0	0
The school meets my child's particular needs	12	40	15	50	3	10	0	0
The school deals effectively with unacceptable behaviour	1	3	16	53	10	33	1	3
The school takes account of my suggestions and concerns	4	13	19	63	5	17	0	0
The school is led and managed effectively	1	3	23	77	0	0	5	17
Overall, I am happy with my child's experience at this school	11	37	17	57	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	46	48	6	0
Primary schools	6	47	40	7
Secondary schools	12	39	38	11
Sixth forms	13	42	41	3
Special schools	28	49	19	4
Pupil referral units	14	45	31	10
All schools	10	46	37	7

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 2010 to 31 December 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 2010/11 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.



29 June 2011

Dear Pupils

Inspection of Stutton Church of England Voluntary Controlled Primary School, Ipswich IP9 2RY

Thank you so much for welcoming us recently to your school and giving us your opinions about the school. Your views, along with everything else that we saw, helped us to get to know your school and how well it works. You go to a good school. Here are some of the things we liked best.

You work hard in class and make good progress.

You understand how to keep safe, healthy and fit.

You behave well in lessons and in the playground.

You are kind to each other and respect one another's different views.

The adults arrange a wide range of activities to make learning interesting and exciting.

You play an active part in your community, performing plays and concerts for parents, carers and friends and learning about people who live in different countries overseas.

There are a few things that could be even better in your school. We have asked the adults who look after the children in Reception to help them make better progress by planning the activities more carefully. The space in the classroom and outdoors could be organised a bit better so that they can reach the equipment more easily. We have also asked them to use the information they get from checking children's progress to plan activities that will help them improve. Finally, we have asked the headteacher and governing body to write more detailed plans to make sure that things improve at a faster rate.

You all can play your part in helping your school become better by making sure you work hard, behave well and attend school every day unless you are ill.

Yours sincerely

Mary Summers

Lead inspector

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