

St Peter and St Paul Church of England Voluntary Aided Primary School, Eye

Inspection report

Unique Reference Number	124771
Local Authority	Suffolk
Inspection number	367430
Inspection dates	14–15 July 2011
Reporting inspector	Cheryl Thompson

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

Type of school	Primary
School category	Voluntary aided
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	191
Appropriate authority	The governing body
Chair	Christine Bird
Headteacher	Janice Pym
Date of previous school inspection	11 October 2007
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Introduction

This inspection was carried by three additional inspectors. The inspection team observed 15 lessons and two letter-sounds sessions taught by eight teachers. The inspectors held meetings with parents, staff, members of the governing body and groups of pupils. The inspectors observed the school's work and looked at school self-evaluation documents, data on pupils' progress, external monitoring reports and development planning. A wide range of documents relating to safeguarding procedures was scrutinised. Responses to the inspection questionnaire from 65 parents and carers were analysed, as well as those from 95 pupils.

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

- How precisely do the governing body and senior team know the school's strengths and areas to improve in view of an incoming headteacher?
- What is the accuracy of the school's understanding of why pupils make better progress in mathematics than in English?
- How effectively are subject coordinators monitoring teaching and learning and how are they using this information to influence pupils' outcomes?

Information about the school

This is a little smaller than the average-sized primary school, serving Eye and the surrounding area. Almost all pupils are White British with a very small number of pupils speaking English as an additional language. The proportion of pupils known to be eligible for free school meals is below average, as is the proportion of pupils with special educational needs and/or disabilities. The Early Years Foundation Stage has a Nursery Year group and Reception class. Nursery age children can attend a morning or afternoon session or both. The remainder of the school is organised into single year group classes. The school has attained Healthy School status.

On the retirement of the current headteacher, a new headteacher takes over in September 2011.

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 school provides a satisfactory education for its pupils. It has strengths in its provision for pupils' personal development.

Pupils' attainment is broadly average, except in mathematics, where it is consistently above average. Progress is satisfactory overall and good in mathematics. Pupils who have special educational needs and/or disabilities make similar progress to their peers.

There are not enough opportunities for pupils to write at length.

Pupils say they enjoy school, like their teachers and the range of school clubs and, especially, the outdoor club and residential visits.

Pupils make a good contribution to the school and local community. Each Year 6 pupil has a 'job' and is keen to take on this responsibility.

Behaviour is satisfactory. Pupils know what constitutes 'good' behaviour. However, when teachers do not set high enough expectations, pupils test the boundaries and often take time to settle to work. In contrast, in Years 5 and 6, where teachers set very high expectations, behaviour is good or better.

Teaching is satisfactory. Teachers are developing their expertise in assessing pupils' work but they are not always using this information to plan work to challenge pupils, especially the more able.

The capacity for sustained improvement is satisfactory. The headteacher, governing body and deputy headteacher have a satisfactory understanding of the strengths and weaknesses in the school's provision. Monitoring undertaken by subject coordinators is not sufficiently rigorous and regular to have a good impact on pupils' progress, particularly in writing and science.

The governing body is supportive of the school but does not always hold leaders and managers fully to account for improving outcomes for pupils.

Links with parents and carers are good. These good links help nursery children make a good start in the setting and help parents and carers play an important role in such areas as hearing their children read at home.

Provision for children in the Reception Year is satisfactory but planning is not always good enough to identify how more-able children can be challenged to do even better.

Good systems identify groups or individuals whose circumstances may make them vulnerable. These pupils receive good, sensitive support and encouragement to ensure good self-esteem and that they confidently take part in all school activities. Pupils are known very well so any unhappiness or uncharacteristic behaviour is noted quickly and

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something done about it. Pupils are confident that they are safe at school and have a good understanding of how to keep themselves safe, fit and healthy.

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 rate of pupils' progress and raise attainment further, especially in writing and science by:
 - improving the quality of teaching to a consistently good level
 - making effective use of assessment to identify learning objectives for the different ability groups in the lesson
 - setting high expectations for pupils to behave well and work at a good pace
 - provide more opportunities for pupils to write at length.
- Develop the roles of subject coordinators, especially in English and science so that:
 - coordinators monitor teaching and pupils' learning regularly and rigorously
 - coordinators use the outcomes of their monitoring to provide detailed improvement plans with timescales for success.
- Improve provision for Reception age children in the Early Years Foundation Stage by:
 - rigorous and regular monitoring of the provision by the Early Years Foundation Stage leader
 - improving the planning so that it is clear what it is children are expected to learn from undertaking activities and there are always opportunities identified for extending the learning of the more able.
- Ensure the governing body holds the school fully to account for improvements.

Outcomes for individuals and groups of pupils

3

Attainment on entry to Reception varies from year to year but, over time, it is generally around that expected for children's ages. School data indicate that the rate of progress is satisfactory from Reception to Year 4 but better in Years 5 and 6. Pupils with special educational needs and/or disabilities make at least the expected progress as they move from Year 2 to Year 6. The school has sound systems to support their learning. Teaching assistants provide some effective support for these pupils in lessons ensuring they are working with appropriate materials and at the right complexity level for their needs. Like the other pupils, their progress is good when the quality of teaching they experience is good or outstanding. More-able pupils do not yet experience such a consistent match of work to their needs.

Pupils enjoy learning. This was very evident in an outstanding mathematics lesson in Year 5. Excellent questioning helped pupils of all abilities to consolidate their learning and then extend it further. As a result of detailed planning, work was very well matched to pupils' abilities and they worked enthusiastically, making excellent progress. Where teachers do

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not set high expectations for behaviour, and their planning is less focused and the pace slow, pupils are still keen to learn but tend to lose concentration. These traits were evident in a Year 1 mathematics lesson where the more-able group of pupils found the work too easy. On an individual basis, however, pupils are polite, articulate and helpful, the large majority demonstrating good manners and social skills. The school prepares them satisfactorily for their future.

Pupils enjoy taking on a wide range of responsibilities around the school and take local issues seriously, for example, in their efforts to encourage motorists to slow their speed near the school entrance. Each Year 6 pupil is proud to take on the responsibility for such areas as being a play leader, register monitor or eco-monitor. Pupils have a good understanding of how to keep themselves safe in a range of situations and what constitutes a healthy diet, 'not too much of anything', and how to keep themselves fit. They get on well together, have a good knowledge of right from wrong and a reasonable understanding of cultures other than their own.

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	3
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	3
The extent of pupils' spiritual, moral, social and cultural development	3

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?

The quality of teaching, while satisfactory, is too variable. In Years 5 and 6, teachers' subject knowledge for mathematics is excellent and pupils know exactly what is expected of them in terms of learning and behaviour. These lessons demonstrate detailed planning, good questioning and brisk pace. In other year groups, however, pace is slow and

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expectations for behaviour not high enough. Lesson planning does not always identify what it is pupils of different abilities are expected to learn. Consequently, there is not always the right level of challenge, especially for the more able. The curriculum is broad and balanced with good opportunities for pupils to develop their understanding of how to keep themselves safe, fit and healthy. Links between subjects are beginning to make learning more relevant but, as yet have not been used as opportunities for writing at length. A good range of clubs enriches the curriculum well. Pupils thoroughly enjoy the gardening club and Year 2 talk excitedly of making dens in the wildlife area in 'outdoor club'.

The care, guidance and support of groups or individuals whose circumstances may make them vulnerable is good. These pupils receive good, sensitive support and encouragement to ensure good self-esteem and that they confidently take part in all school activities. Senior staff are extremely rigorous in pursuing concerns raised about pupils' happiness and welfare.

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, deputy headteacher and subject coordinators have monitored teaching, and have a general understanding of the strengths and weaknesses of the provision. However, they have not undertaken a detailed analysis, particularly in 'unpicking' why progress and attainment is so much better in mathematics than in English and writing in particular. Consequently, school improvement planning, though satisfactory, is not precise enough to focus on exactly what it is that needs improving and is, therefore, not robust enough to bring about improvement at a good rate.

Governance is satisfactory. The governing body has a satisfactory understanding of its roles. It does not yet use all the available indicators to check that the school is meeting all its ambitions and targets so that it can hold leaders and managers fully to account. Members have a good understanding of safeguarding requirements but a few policies have not been reviewed and ratified. However, in practice, safeguarding procedures are implemented well. Parents and carers are very supportive of the school and raise considerable funds to buy resources. Parents and carers from minority ethnic backgrounds willingly share their cultural traditions at such times as Chinese New Year. Community cohesion is satisfactory. It is strong within the school and locally, but the development of further national and global links is at an early stage. Equality of opportunity is promoted satisfactorily. Pupils at the early stage of learning English are supported sensitively to ensure they learn and reinforce new vocabulary and are fully included in class work.

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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	3
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	3
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

Children achieve satisfactorily from starting points that are broadly typical for the age groups. Good arrangements, such as home visits and opportunities to visit the setting, enable the youngest children to settle quickly and happily into Nursery routines. Parents and carers value the Nursery provision and appreciate that their views are taken into account to make changes, such as the addition of a 'lunch club'. Children enjoy learning and develop a good understanding of keeping themselves safe. In a good session observed, children knew they had to wash their hands before making their 'French sandwich' and concentrated for good lengths of time and were very pleased with their finished product.

The organisation of the Early Years Foundation Stage has strengths for nursery-age children. The 'free flow' between both classes allows the youngest children to develop independence and social skills at a good rate. However, for the older Reception children, staff do not keep enough records of what activities children are taking part in to ensure that they enjoy a broad range of experiences. Children make satisfactory progress in learning and using letter sounds to help them read and write. Nursery staff check on the sounds children know and can use and routinely apply this knowledge when they are working alongside individuals, for example, when finding shells in the sand, children are encouraged to listen and repeat initial letter sounds. This good use of assessment is not so well developed in Reception. Leadership and management are satisfactory. However, monitoring is insufficiently rigorous and regular to ensure an exact understanding of what the Reception class does well and where improvements are needed.

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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

Parents and carers are generally satisfied with the education provided and all agree that the school keeps their children safe. A few parents and carers feel that their children are not making enough progress and the school is not meeting their needs. Inspectors also followed this up and judged progress to be satisfactory. A small minority feels that the school does not deal effectively with unacceptable behaviour. Evidence collected during the inspection indicates that behaviour is satisfactory, and good where teachers set high expectations for pupils to behave well. Pupils are very confident that there is no bullying in the school and are also very confident that, if they have any concerns, a member of staff will help them. A few parents and carers feel that the school is not led and managed effectively. The inspection judges that leadership and management are satisfactory.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at St Peter and St Paul Church of England Voluntary Aided Primary School, Eye 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 65 completed questionnaires by the end of the on-site inspection. In total, there are 191 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	43	66	21	32	0	0	1	2
The school keeps my child safe	42	65	23	35	0	0	0	0
My school informs me about my child's progress	27	42	33	51	5	8	0	0
My child is making enough progress at this school	32	49	24	37	6	9	2	3
The teaching is good at this school	40	62	21	32	3	5	0	0
The school helps me to support my child's learning	25	38	35	54	3	5	0	0
The school helps my child to have a healthy lifestyle	41	63	23	35	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)	42	65	19	29	3	5	0	0
The school meets my child's particular needs	36	55	21	32	6	9	1	2
The school deals effectively with unacceptable behaviour	14	22	31	48	13	20	3	5
The school takes account of my suggestions and concerns	25	38	32	49	8	12	0	0
The school is led and managed effectively	27	42	28	43	5	8	4	6
Overall, I am happy with my child's experience at this school	43	66	18	28	2	3	1	2

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.



18 July 2011

Dear Children

Inspection of St Peter and St Paul Church of England Voluntary Aided Primary School, Eye, IP23 7BD

Thank you for welcoming us to your school and for sharing your thoughts and ideas about it. This helped us to make judgements about your school, which is providing you with a satisfactory education. These are some of its strengths.

You all enjoy school and feel happy and safe.

You know how to keep healthy.

You make good progress in mathematics.

You are good at helping around school and in your community.

You are well looked after by the staff.

There are some key areas where the school can improve.

We have asked your teachers to help you to make faster progress, especially in writing and science.

We have asked your headteacher to make sure that teaching is always at least good and that teachers set high expectations for you to behave well in all your lessons.

We have asked your Early Years Foundation Stage staff to improve the planning of activities for Reception children.

You are positive about learning and we were impressed with your good manners and how welcoming you are to visitors. We hope that you will always try to listen carefully to your teachers and do as they ask.

Thank you again for your help and all good wishes for your continued success.

Yours sincerely

Cheryl Thompson

Lead inspector

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