

Whatfield Church of England Voluntary Controlled Primary School

Inspection report

Unique Reference Number	124718
Local Authority	Suffolk
Inspection number	380965
Inspection dates	29–30 September 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 controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	33
Appropriate authority	The governing body
Chair	Amanda Cross
Headteacher	Lynne Golding
Date of previous school inspection	26 June 2007
School address	Rectory Road Whatfield Ipswich IP7 6QU
Telephone number	01473 823309
Fax number	01473 828406
Email address	Whatfielddcps@talk21.com

Age group	4-11
Inspection date(s)	29–30 September 2011
Inspection number	380965

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

[Piccadilly Gate](#)
[Store St](#)
[Manchester](#)
[M1 2WD](#)

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2011



Introduction

This inspection was carried out by one additional inspector. Four lessons, two letters and sounds sessions and three parts of lessons were observed involving all four teachers. The work of teaching assistants supporting small groups of pupils and individuals was also observed. Meetings were held with parents and carers, staff, members of the governing body and groups of pupils. The inspector 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 26 parents or carers were analysed as well as those from pupils.

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

- Are pupils making enough progress, especially the more able?
- Does the school's improvement planning focus sufficiently on making sure pupils make good progress?
- How well are basic literacy skills taught to make sure the youngest children get a good start in reading and writing?

Information about the school

This is a much smaller than average primary school serving the village and surrounding area which includes Wattisham Airfield. Almost all pupils are of White British heritage. No pupils are known to be eligible for free school meals. The proportion of pupils with special educational needs and/or disabilities is above average with a very small number of pupils having statements of special educational needs. A small minority of pupils are bi-lingual and speak English as their second language.

A feature of the school is that it has a high turnover of pupils. Around half of pupils have not undertaken all their primary education at Whatfield. There are two classes, one for Early Years Foundation Stage (Reception) and Key Stage 1 (Years 1 and 2), and the other for Key Stage 2 (Years 3, 4, 5 and 6). The school has attained Healthy School status and the Activemark. It has also attained Investors in People status, the gold award from the Woodland Trust and the national Sustainable Travel award, as well as bronze and silver ECO awards. The school has the use of the adjacent village hall for physical education lessons, assemblies and dining.

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 considerable strengths in its provision for pupils' personal development and in the provision for children in the Early Years Foundation Stage.

- Pupils' attainment is broadly average and their progress is satisfactory. Pupils who have special educational needs and/or disabilities also make satisfactory progress.
- Pupils say they enjoy school, like their teachers, the range of school trips and working on their allotment.
- Behaviour is good. Pupils enjoy taking on a wide range of responsibilities around the school. Most of the older pupils have well-developed social skills and good manners.
- Strong links with partnership schools and sports partnerships have a positive impact on teachers' professional development as well as wider opportunities for pupils to enjoy opportunities such as a range of competitive sports and residential visits.
- Teachers manage the task of teaching a wide age and ability range satisfactorily. Teaching assistants play a valuable role in supporting groups as well as in their excellent pastoral care for individuals. Teachers' expertise in precise assessment is developing well. However, they are not using this information routinely to plan work to challenge pupils in each year group, especially the more-able pupils.
- The school does not teach a style of handwriting systematically. Consequently, standards are variable and pupils' presentation of their work does not always reflect their efforts and abilities.
- Links with parents and carers are good. For example, parents and carers play an important role in hearing their children read at home.
- Good systems identify groups or individuals whose circumstances may make them vulnerable, including pupils who are new to the school. 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 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.

The school's capacity for sustained improvement is satisfactory. The headteacher and

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

senior staff have a satisfactory understanding of the strengths and weaknesses in the school's provision. Monitoring of teaching is undertaken but is not rigorous and regular enough to unpick how organisation and lessons can be improved further to ensure better learning.

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?

- Improve teaching to a consistently good level in order to increase pupils' progress and raise attainment further by:
 - planning to ensure pupils are challenged at an appropriate level in lesson introductions
 - making more precise use of assessment to plan lessons that always provide work at the right level to challenge more-able pupils.
- Improve leaders' and managers' skills so that school self-evaluation is more precise and provides an accurate picture of the school's strengths and areas to improve by:
 - providing leaders and managers with time to enable them to fulfil their monitoring roles rigorously and regularly
 - using the outcomes of monitoring to set clear, measurable targets for improvement that will have maximum impact on pupils' progress and attainment.
- Improve standards of pupils' handwriting and presentation of work by:
 - deciding on a style of handwriting to be taught consistently throughout the school
 - ensuring that teachers set consistently high expectations for the presentation of work.

Outcomes for individuals and groups of pupils

3

As there are usually very small numbers in each year group, attainment on entry to Reception can vary considerably from year to year but, over time, it is broadly similar to that expected for children's ages. The attainment of the high number of pupils joining the school part way through the school years varies considerably. At the end of Year 6 attainment is broadly average, but this varies considerably each year from well above average to just below. Current Year 6 attainment is a broadly average, reflecting pupils' satisfactory progress overall from their varied starting points in the school. Pupils with special educational needs and/or disabilities also make satisfactory progress. They receive appropriate support to help them consolidate

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

basic English and mathematical skills. More-able pupils make satisfactory progress, though occasionally, when tasks lack challenge they do not extend their learning.

Pupils, and boys especially, enjoy learning when the pace is brisk and they do not have to sit for too long listening to their teachers in lesson introductions. On occasions, when all the year groups in the class listen to the same introductions, the topics discussed are either too easy or too hard. Consequently, for some, this time is wasted.

Pupils’ personal qualities develop well as they move through the school. As pupils said, ‘Everyone is very friendly here.’ Older pupils have well-developed social skills and a mature respect for the opinions of others. The school has a very small number of pupils who exhibit challenging behaviour. A considerable strength is how other pupils know that this behaviour is unacceptable and ignore it. Pupils take pride in cultivating their school allotment and enjoy planning what they are going to grow, harvest and cook. Older pupils take responsibility as buddies to the younger pupils when they go to play on the field, as well as organising fundraising activities for local events and national charities. They have a satisfactory understanding of their personal targets and what they have to do to improve further.

These are the grades for pupils’ outcomes

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

How effective is the provision?

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

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

Relationships between staff and pupils are excellent. Good use is made of interactive whiteboards to reinforce learning. In parts of lessons where a teacher leads a focus for a particular group, there is usually a good level of challenge. However, teachers do not always include in their planning and directions for teaching assistants, additional work or activities to challenge more-able pupils in the groups. Consequently, on occasions, there are lessons which do not challenge more-able pupils to think hard and others where teaching assistants lack precise direction to ensure that the groups they are supporting can make optimum progress. Nonetheless, pupils' work is marked well, often with useful comments as to how they can improve, although expectations for neatness, especially in mathematics work, are inconsistent.

The school takes advantage of national and local enrichment opportunities such as 'East Feast' to enliven its curriculum. Pupils are very proud of their models and sensory garden they have created as a result. There are good links between subjects, including information and communication technology (ICT), and suitable visits made to enrich learning. Pupils learn French during their time in school. There are good opportunities within the curriculum for pupils to develop their understanding of how to keep themselves safe and healthy. Sports partnerships, links with the partnership schools and strong community links have a significant impact on pupils' good levels of social and sporting skills and how to keep themselves safe. Visits to places of interest undertaken with pupils of the partnership schools and visitors to the school have a good impact on pupils' knowledge of cultures other than their own.

The school provides excellent pastoral care. The school takes considerable care to ensure that those joining the school during the school year settle happily and are fully included in all the school has to offer. Parents and carers speak highly of how the school has helped their child to settle into school and enjoy all that is on offer.

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	2
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The headteacher, staff and members of the governing body are keen to promote a welcoming and inclusive school where pupils develop as responsible young people and feel safe. In these respects the school is very successful. The headteacher teaches for approximately half the week. She has monitored teaching but there is not a comprehensive, crystal-clear understanding of the strengths and weaknesses of the provision. Consequently, school improvement planning based on this monitoring, though satisfactory, lacks aspirational targets for pupils' progress and timescales, so is not precise enough to bring about improvement at a good rate.

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

Governance is satisfactory. Half of the members of the governing body are parents or carers and, as such, visit and/or help in the school frequently with many other members doing so too. They are very involved in organising school/community events such as the Craft Fayre and community Christmas Lunch. The governing body is developing its understanding of its roles in questioning how well pupils are progressing and if this is enough. The school’s safeguarding procedures are good, monitored and updated regularly and known by all. Community cohesion is good. It is very strong within the school and the local community. Good and profitable links with a wide range of schools, including one in New Zealand, widen pupils understanding of areas other than their own. Equality of opportunity is promoted well and any discrimination is tackled effectively.

The relatively new software system for tracking pupils’ progress and setting targets is beginning to be used well to highlight pupils who are not making expected progress and providing extra support. The one-to-one tuition funding has been used very effectively to help individuals, especially those who speak English is an additional language, make good gains in their learning.

These are the grades for leadership and management

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

Early Years Foundation Stage

The school provides a secure and welcoming environment so that children settle quickly and happily into full-time education. Relationships are excellent. Staff look after the children with great care and attention, and children feel safe. When they start school, children’s skills are not so well developed in communication, language and literacy as in the other areas of learning. However, they make good progress across all the areas of learning so that by the end of their Reception year, children’s

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

attainment is at broadly average and in some years it exceeds this. A key strength is the children’s inclusion in the Key Stage 1 class. Older pupils in the class are very welcoming and helpful so children soon develop very positive attitudes to learning and good behaviour. Children work very well independently and in groups, happily initiating conversations with adults and older children about what they are doing. These qualities, together with the secure progress they make in learning letter sounds, prepare them well for their start in Year 1.

Teaching is good and children love learning because they are provided with a good range of opportunities to explore and discover for themselves. For example, children thoroughly enjoy counting down to ‘blast off’ in their rocket and running their doctor’s clinic which is made even more interesting at break times when the oldest pupils and staff join in as ‘patients’. Adults work well together and make careful observations of what children can do, planning work that is matched closely to their interests and learning needs. There is a good balance between activities directed by adults and those chosen by children. The development of children’s language skills and extending their vocabulary are given high priority. The accomplished teaching of letter sounds and how to use these to read and spell is leading to good progress in these areas. Parents and carers are welcomed warmly into school. They are helped and encouraged to contribute to their children’s learning. Links with pre-schools and play groups, together with the good opportunities for children and their parents and carers to visit school prior to starting, successfully promote a smooth start to school.

These are the grades for the Early Years Foundation Stage

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

Views of parents and carers

There was a high return of the questionnaire with four fifths of parents and carers responding, even those who felt they could not answer all questions as their children had only recently joined the school. Most agreed that their children are kept safe and they are happy with their children’s experience at the school. Parents’ and carers’ main concerns were that they did not have enough information about their children’s progress and that the school does not help them to support their children’s learning. These concerns were followed up during the inspection. The school holds termly parents’ and carers’ evenings and operates an ‘open door’ policy. Weekly newsletters provide information about the topics classes are covering. The school runs well-attended information evenings for parents and carers so that they can help support their children at home.

Responses from parents and carers to Ofsted’s questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Whatfield 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 inspector received 27 completed questionnaires by the end of the on-site inspection. In total, there are 33 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	21	78	4	15	2	7	0	0
The school keeps my child safe	18	67	8	30	0	0	0	0
The school informs me about my child’s progress	13	48	6	22	7	26	0	0
My child is making enough progress at this school	12	44	9	33	5	19	0	0
The teaching is good at this school	16	59	6	22	4	15	0	0
The school helps me to support my child’s learning	15	56	4	15	7	26	0	0
The school helps my child to have a healthy lifestyle	17	63	9	33	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)	16	62	8	31	1	4	0	0
The school meets my child’s particular needs	17	63	5	19	3	11	2	7
The school deals effectively with unacceptable behaviour	16	59	5	19	1	4	0	0
The school takes account of my suggestions and concerns	17	63	4	15	2	7	0	0
The school is led and managed effectively	16	59	2	7	1	4	1	4
Overall, I am happy with my child’s experience at this school	18	67	4	15	2	7	2	7

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	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

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 08 April 2011 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.



3 October 2011

Dear Pupils

Inspection of Whatfield Church of England Voluntary Controlled Primary School, Ipswich IP7 6QU

Thank you for welcoming me to your school and for sharing your thoughts and ideas about it. This helped to make the judgements about your school, which is providing you with a satisfactory education. These are some of the best things I found.

- You all enjoy school and feel happy and safe.
- You make good progress in the Early Years Foundation Stage.
- Your behaviour is good and you work and play together happily.
- You are very well looked after, particularly those of you who have particular needs and those of you who are new to the school.

There are some key areas where the school can improve. I have asked your headteacher and governing body to:

- help you to make faster progress especially in Years 1 to 6
- make sure that teaching is always at least good and that children who find work easy always have work to make them think hard
- check on the school's work more carefully, so your teachers can decide what needs to be done to help you make better progress
- introduce a style of handwriting to be taught throughout the school and expect you to present your work in the very best way you can.

You are positive about learning and I was impressed with how welcoming you are to visitors. I hope you will all try hard to make sure your work is neat and well presented.

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

Yours sincerely

Cheryl Thompson
Lead inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone **0300 123 4234, or email enquiries@ofsted.gov.uk.**