

St Edmund's Primary School

Inspection report

Unique Reference Number	124591
Local Authority	Suffolk
Inspection number	380926
Inspection dates	10–11 November 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	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	75
Appropriate authority	The governing body
Chair	Phil Golding
Headteacher	Clive Digby
Date of previous school inspection	10 March 2009
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Age group	4-11
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Introduction

This inspection was carried out by two additional inspectors. Eight lessons were observed involving three teachers. Job share arrangements meant that one teacher was not teaching in school on the days of the inspection. The work of teaching assistants supporting small groups of pupils and individuals was also observed. Inspectors held meetings with staff, members of the governing body and groups of pupils. They 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 50 parents or carers were analysed as well as those from pupils and staff.

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

- Are pupils making enough progress in mathematics and science?
- Has there been enough improvement since the previous inspection and has the current leadership and management the capacity for sustained improvement?

Information about the school

This is a much smaller than average size primary school serving Hoxne village and surrounding area. Since January 2009, the school has been in partnership with Mendham Primary School. The schools share the same headteacher, although each school has its own budget and governing body. The headteacher spends two days per week at this school. The headteacher is retiring at the end of December 2011 and a new headteacher will take over both schools in January 2012. The governing body of both schools have agreed in principle to a federation agreement which will mean one budget and one governing body for the two schools.

All pupils are of White British heritage. The proportion of pupils known to be eligible for free school meals is below average. The proportion of pupils with special educational needs and/or disabilities is broadly average but there is a higher than average proportion of pupils with statements of special educational needs. There are three classes, Class 1 for the Early Years Foundation Stage (Reception) children and Year 1; Class 2 for Years 2 and 3; and Class 3 for Years 4, 5 and 6.

The school has attained Healthy School status and the Eco Green Flag award.

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?

4

The school's capacity for sustained improvement

4

Main findings

In accordance with Section 13 (3) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires special measures because it is failing to give its pupils an acceptable standard of education and the persons responsible for leading, managing or governing the school are not demonstrating the capacity to secure the necessary improvement.

St Edmund's Primary school has declined in its effectiveness since its previous inspection. The areas for improvement raised by that inspection have not been tackled effectively, and the track record of bringing about improvement over the past two and a half years is weak. There are some strengths in the Early Years Foundation Stage; in the pastoral care for pupils and aspects of their personal development. However, pupils are not achieving as well as they should. The capacity for sustained improvement is inadequate.

- Currently, the school lacks a sense of direction. There has been no rigorous and extensive monitoring or self-challenge to provide a basis for improvement planning. Consequently, there is no viable plan in place to ensure improvement in key areas of the school's work.
- Teachers are willing to take on responsibility but, as identified at the time of the previous inspection, they have not developed the necessary skills to monitor rigorously what is happening in their subjects or areas of responsibility, or to plan for improvement and make sure it happens.
- Attainment at Key Stage 2 declined sharply in 2011, particularly in mathematics. Too many pupils make inadequate progress in writing, mathematics and science although gains in reading are broadly average.
- The quality of teaching and the use of assessment are inadequate. While there is some satisfactory teaching, there is not enough good teaching to ensure that pupils make consistent progress as they move through the school. Teachers are not planning their lessons well enough to ensure that pupils of all abilities can build on what they already know and make good progress in their learning.
- Governance is inadequate. The governing body are proud and supportive of the school. The Chair of the Governing Body has analysed pupil progress data and presented this to governors but there has been no effective challenge to the school to do better. Furthermore, the headteacher considers that assessments made by the school before 2009 are not sufficiently secure to draw firm conclusions about pupils' progress.

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There are satisfactory or better features to the school's work.

- Satisfactory provision for the Reception children helps them settle in to school quickly and make satisfactory progress.
- Safeguarding procedures are good. Staff know pupils well so that any unhappiness or uncharacteristic behaviour is noted quickly and action is taken to resolve difficulties.
- Pupils enjoy school and demonstrate this with their high level of attendance. They are very confident that they are safe. They thoroughly benefit from the extensive range of visits and adventurous activities the school provides. Pupils behave well and relish opportunities to take on responsibilities within the school. Pupils have a good understanding of how to keep themselves safe, fit and healthy.

What does the school need to do to improve further?

- Ensure that governors, the headteacher and those teachers with leadership responsibilities contribute to rapid school improvement by:
 - providing training and time to enable them to fulfil their monitoring roles rigorously and regularly
 - using information gained from monitoring and data analysis to pinpoint and plan exactly what needs to be done to improve
 - ensuring that the headteacher supports teachers and other school leaders but also holds them to account for timely improvements
 - increasing further the governing body's awareness of data provided about the school's performance so that governors can hold the headteacher and staff to account for the pace of improvement.
- Improve teaching and the use of assessment to a consistently good level in order to accelerate pupils' progress and raise attainment further by:
 - providing staff with training on using assessment information to plan lessons that always meet pupils' different needs and abilities
 - ensuring that teachers set realistic and challenging targets for pupils to attain and make sure these are shared with pupils so they understand what is expected of them
 - implementing a programme of rigorous and regular monitoring of the quality of teaching by the headteacher and subject co-ordinators
 - using the outcomes of this monitoring to focus support, training and challenge for individual teachers.

Outcomes for individuals and groups of pupils**4**

Attainment at the end of Year 6 in 2011 was broadly average although pupils scored more highly in English than mathematics. Pupils' performance in mathematics, however, has been below average for the past four years with little sign of

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improvement. As there are usually very small numbers in each year group, attainment on entry to Reception varies from year-to-year. School data show that in most years, there is an above average proportion of children whose attainment at the start of their Year 1 exceeds that expected for their age. Children make satisfactory progress through Reception and Year 1. In all other year groups, inspection evidence confirms that pupils' current progress and achievement, especially in mathematics, are inadequate. School data show that for the past four years, the progress made by pupils in mathematics from the end of Year 2 to the end of Year 6 has been slower than in most primary schools. Scrutiny of pupils' work confirms inadequate progress in this subject. School data and data analysis provided by the governing body indicate that pupils make satisfactory or better progress in reading and writing as they move through the school. However, the headteacher considers that assessments made prior to 2009, are not sufficiently secure to establish an accurate view of pupils' progress. Lesson observations and scrutiny of pupils' work indicate inadequate progress in writing for the current Year 5 and 6 pupils.

In some lessons observed, pupils, mainly those in Years 1, 2 and 3, made satisfactory progress. Pupils' mathematics and science work in Key Stage 2, however, shows inadequate progress over time. The main reason for the inadequate progress is teachers' lack of expertise in the use of assessment to plan lessons that address pupils' differing learning needs. Pupils with learning difficulties and/or disabilities do not always have work and support to match their requirements in lessons. For example, in science, pupils all have similar worksheets to complete. However, in groups working with teaching assistants, using a commercially produced scheme of work, most make satisfactory progress because work to develop pupils' basic literacy skills is tightly structured.

Pupils are very positive about learning and behave well, even when the pace is slow and the work provided for them is too easy. Pupils say they like coming to school and really enjoy visits and activities such as residential visits, camping and the 'Swallows and Amazons' trip. They say they feel safe and know that any member of staff will help them should they have any worries. Older pupils have well-developed social skills. They enjoy responsibilities such as being a school councillor or tuck shop assistant. Pupils make sensible choices from the school's good range of lunchtime menu options. They have a good understanding of how to keep themselves and others safe. They show a strong ability to reflect on issues such as sustainability. They have a very good understanding of local culture and a satisfactory 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 Taking into account:	4
	3

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Pupils' attainment ¹	4
The quality of pupils' learning and their progress	
The quality of learning for pupils with special educational needs and/or disabilities and their progress	4
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	4
Taking into account:	
Pupils' attendance ¹	1
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

There are strengths in the quality of teaching but also significant shortcomings. Teachers have good relationships with their pupils and manage them well. Teachers make good use of resources, for example, video clips or maps to promote interest at the start of lessons. However, the great majority of lessons do not have good outcomes for pupils because assessment is not used precisely enough to plan for individual needs. Teachers often use commercially produced lesson plans but are not adapting these satisfactorily for all pupils in their class. Consequently, lessons are frequently pitched at a level suitable for the pupils' ages, but not their specific abilities, especially for the more-able pupils.

The curriculum provides a good range of visits and visitors which has a particularly strong impact on pupils' understanding of local culture and how to keep themselves safe, fit and healthy. In terms of addressing pupils' learning needs, especially in mathematics and science, the curriculum is inadequate because pupils are not provided with the right level of work to promote good learning.

Support and guidance are satisfactory. The quality of pastoral care is good, particularly for those pupils whose circumstances make them particularly vulnerable, but inconsistency is evident in the quality of guidance pupils receive in how to improve their work. Pupils' work is always marked although it is not always made clear to them what they need to do to improve. In a few lessons observed by inspectors, there were good instances of pupils checking their own or others' work against success criteria. Teachers set targets to improve pupils' work and encourage them to take responsibility for meeting these, although this practice is inconsistent across classes. This inconsistency is reflected in pupils' views. In response to the questionnaire, just over a third of pupils in Years 3 to 6 felt they did not know how

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

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well they were doing in school.

These are the grades for the quality of provision

The quality of teaching	4
Taking into account: The use of assessment to support learning	4
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	4
The effectiveness of care, guidance and support	3

How effective are leadership and management?

Leaders and managers of the school do not embed ambition or drive improvement strongly enough. The previous inspection in March 2009 identified that the headteacher was 'starting to make an impact on securing improvements in the pupils' achievement'. This improvement has not been sustained. Insufficient time has been given to evaluating the work of the school to gain a detailed understanding of its strengths and weaknesses. For example, there is a general understanding that something needs to be done to improve pupils' progress in mathematics and science, but no one has a precise picture of exactly why progress is not good enough and what needs to be done about it. Partnership arrangements contribute well to pupils' enjoyment of shared visits and adventurous activities but others, such as the introduction of mathematics initiatives, have not had a positive and measurable impact on pupils' academic progress.

A system for tracking pupils' progress has been introduced. Teachers are expected to set targets for pupils' attainment at the end of the school year. However, this system is relatively new; its impact on pupils' progress and understanding of their own targets and how to reach them is yet to be seen.

The governing body ensures that safeguarding procedures and policies follow recommended good practice and meet current requirements. The relatively new Chair of the Governing Body is providing clear direction for governors but they are not yet effective in challenging the school's performance or ensuring that there is a suitable strategic school improvement plan in place. Despite some strengths in the support provided for particularly vulnerable groups, the school's promotion of equality of opportunity does not ensure that pupils do as well as they can, and as a result achievement for most groups is inadequate.

School leaders promote community cohesion satisfactorily. The school is a cohesive community with strong links with the local community. For example, planting trees in the locality and inviting grandparents and other senior residents for lunch at school. Suitable plans are drawn up to further develop pupils' knowledge of global issues. School leaders have ensured good links with parents and carers. The school's website and virtual learning environment (VLE) are very helpful for pupils, parents

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and carers. Each class provides regular information about the work covered and how parents and carers can help pupils' learning at home.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	4
Taking into account: The leadership and management of teaching and learning	4
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	4
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	4
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	4
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	4

Early Years Foundation Stage

Children enjoy coming to school, they settle well and have very positive and mature attitudes to the activities they undertake. Their levels of knowledge, skills and understanding are wide ranging and broadly above those typical for their age. Most talk at length about what they are doing and have well-developed vocabularies. The majority of children make satisfactory progress in developing and using their knowledge of letter sounds. All know some letter sounds and almost all are at the beginning stage of using them to sound out words to help them read and spell. They take turns happily and are pleased to help one another, for example when building a tunnel outside. In the sessions observed, teaching and children's progress were satisfactory rather than good because many of the planned activities missed opportunities to extend the learning of the most-able children.

Parents and carers are welcomed warmly into school. They are helped and encouraged to contribute to their children's learning. Teaching assistants are deployed effectively in the class to ensure that the two year groups within the class are provided with appropriate work and opportunities for learning. The teachers' job-share arrangements work effectively and ensure good communication between all staff. Teachers evaluate their provision regularly and identify areas for improvement, for example, where they can deploy their proficient teaching assistants even more effectively or improve the outdoor learning environment.

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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

There was a higher than average proportion of inspection questionnaire returns. All parents and carers agree that they are happy with their children’s experience at the school and that their children are kept safe and enjoy school. A few parents and carers felt that the school did not deal effectively with unacceptable behaviour and that the school did not meet their children’s particular needs. Inspection evidence indicates that behaviour in and around school is good. Pupils have confidence that staff will deal swiftly with any concerns. Inspection evidence also indicates that the teaching and curriculum are not meeting pupils’ needs.

Responses from parents and carers to Ofsted’s questionnaire

Ofsted invited all the registered parents and carers of pupils registered at St Edmund's 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 50 completed questionnaires by the end of the on-site inspection. In total, there are 75 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	39	78	11	22	0	0	0	0
The school keeps my child safe	41	82	9	18	0	0	0	0
The school informs me about my child’s progress	20	40	27	54	3	6	0	0
My child is making enough progress at this school	22	44	26	52	1	2	0	0
The teaching is good at this school	28	56	21	42	0	0	0	0
The school helps me to support my child’s learning	21	42	27	54	1	2	0	0
The school helps my child to have a healthy lifestyle	29	58	21	42	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)	23	46	22	44	0	0	0	0
The school meets my child’s particular needs	25	50	21	42	3	6	0	0
The school deals effectively with unacceptable behaviour	18	36	23	46	5	10	1	2
The school takes account of my suggestions and concerns	19	38	28	56	2	4	0	0
The school is led and managed effectively	26	52	21	42	2	4	0	0
Overall, I am happy with my child’s experience at this school	32	64	18	36	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	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.



14 November 2011

Dear Pupils

Inspection of St Edmund's Primary School, Eye, IP21 5AD

Thank you for being so friendly and helpful when I visited your school recently. My particular thanks go to pupils in Years 5 and 6 who sat and talked to me at lunchtimes. You shared your thoughts and ideas about school and this helped me to decide what your school is like.

You are looked after and kept safe in school because the staff know you well. However, the school has not improved enough since its previous inspection and the quality of teaching is not good enough to help you make the progress you are capable of, especially in mathematics and science. Therefore, your school requires 'special measures' to make sure that it improves. This means that it will receive some extra help and, in a few months time, another inspector will visit to make sure that the school has improved and is giving you a better education.

I have asked the headteacher and the governing body to do two main things to help your school improve:

- make sure that senior staff and governors receive training to help them check that actions taken to improve the school really make a difference
- make sure that teachers receive training in how to assess your work and use this information well to plan lessons that help you make good progress.

You can all help by continuing to work hard in your lessons.

Thank you again for your help.

Yours sincerely

Cheryl Thompson
Lead inspector

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