

Boxford Church of England Voluntary Controlled Primary School

Inspection report

Unique reference number	124691
Local authority	Suffolk
Inspection number	395486
Inspection dates	24–25 April 2012
Lead inspector	Richard Blackmore

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	4–9
Gender of pupils	Mixed
Number of pupils on the school roll	186
Appropriate authority	The governing body
Chair	Diana Taylor
Headteacher	Robert Giles
Date of previous school inspection	14 May 2008
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Age group	4–9
Inspection date(s)	24–25 April 2012
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Introduction

Inspection team

Richard Blackmore

Additional inspector

Lynn Lowery

Additional inspector

This inspection was carried out with two days' notice. The inspectors observed 13 lessons taught by seven teachers. The inspectors held meetings with the headteacher, the Chair and Vice Chair of the Governing Body, staff and pupils. Inspectors observed the school's work, and looked at a range of policies, documents relating to safeguarding, assessment data and pupils' work. They also scrutinised the 122 questionnaires returned by parents and carers as well as questionnaires from pupils and staff. There were no responses to the on-line Parent View survey.

Information about the school

The school is smaller than the average primary school. Almost all pupils are from White British backgrounds. The proportion of pupils known to be eligible for free school meals is below average. The proportion of disabled pupils and those with special educational needs is below average. The school has achieved the Activemark and Healthy Schools status.

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	1
Achievement of pupils	1
Quality of teaching	1
Behaviour and safety of pupils	1
Leadership and management	1

Key findings

- This is an outstanding school. Comments such as, 'This is a fantastic school with very dedicated teachers and support staff... My children feel happy, safe and engaged in their learning,' demonstrate parents and carers' very positive views of the school.
- Pupils make rapid progress and achievement is outstanding. From starting points that are broadly typical for their age, children get off to an exceptionally good start and achieve outstandingly well in the Early Years Foundation Stage. This excellent start is built on very effectively, so that pupils' attainment is well above average in English and mathematics by the time pupils leave at the end of Year 4.
- The majority of teaching is outstanding and the remainder is consistently good. Teachers motivate pupils in all subjects by providing interesting, practical activities that are very well linked together. They do not always mark pupils' work effectively, and this occasionally slows the progress made by a very small minority of pupils.
- Behaviour is excellent. There have been no recent incidents of racial harassment and incidents of bullying are few and far between, and dealt with exceedingly well. Pupils thrive in an environment where every child is known, cared for and valued; this is helping them to progress very well in both their academic and their personal development. They feel extremely secure in school and have a very good understanding of how to keep themselves safe in various situations, including when using the internet.
- The headteacher, the deputy headteacher and middle leaders are very effective in sustaining and further improving the high quality of teaching across the school. They have a detailed understanding of provision and pupils' outcomes in each classroom and they ensure that every teacher receives exactly the support and training they need to help them raise standards of attainment further.

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What does the school need to do to improve further?

- Improve the quality of all marking to that of the best practice in the school, so that all pupils consistently know how to improve their work.

Main report

Achievement of pupils

Pupils' achievement is outstanding. Children in the Early Year Foundation Stage make very quick progress because staff plan and provide activities that are exceptionally well linked together and develop children's independence very effectively. The opportunities to practise reading and writing skills, such as in the 'Three little pigs' house, are highly engaging and as a result of excellent guidance by staff, children confidently use complex words well. Pupils throughout the school reach particularly high standards in reading, including by the end of Year 2 and the time they leave school. All pupils make outstanding progress in literacy because teachers' expectations of them are very high and they are given very challenging tasks to complete, often linked to interesting 'real-life' situations. Disabled pupils and those who have special educational needs make rapid progress towards their challenging targets because the procedures for identifying their needs and planning their support are very effective. Their progress is very closely monitored and targets are highly focused on the next steps in their academic and personal growth.

All groups of pupils, including boys and girls, make exceptional progress in developing their literacy, numeracy and information and communication technology (ICT) skills by applying them to work across the curriculum, and this gives them a very good foundation for their future education. For example, in a Year 3 lesson pupils were 'cultural explorers' using the internet very effectively to research facts about Spain. They very quickly learnt about geographical features such as location in Europe and the seas that border it, recording their findings with very accurate punctuation and structure to their writing. This ability to find things out for themselves is due to a high degree of confidence when tackling new or difficult words in a range of texts. Pupils' work shows progress is equally strong in all subjects because they are highly-motivated learners, eager to offer their ideas in discussions; they listen carefully to instructions and take pride in presenting their work well. They work together productively individually, with a partner or in a group. Pupils' high level of interest and genuine enjoyment of learning have a major impact on their achievement.

Quality of teaching

The quality of teaching is outstanding with major strengths in planning, the

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exemplary use of ongoing assessment, very high expectations of what pupils can achieve, and the fast pace to most lessons. Marking and feedback to pupils are usually, but not always, very effective. As a result most pupils talk confidently about what they are doing to improve their work. Teachers provide very clear, stimulating explanations and demonstrations, and pupils do not have to sit and listen for too long before they extend their new knowledge and skills through group discussion, problem-solving or research. For example, in a high-quality lesson on phonics (letters and their sounds) in Year 1 the teacher used the interactive whiteboard to retell the story of *The Gingerbread Man* to explain tricky words that had been previously learnt. This is a feature of work across the curriculum.

Teachers provide excellent support to ensure the rapid progress made by disabled pupils and those with special educational needs. Teachers are highly adept at including all pupils and simultaneously deliver tailored programmes for individual pupils alongside whole class activities. Well-trained teaching assistants make a very strong contribution to all pupils' learning and progress, particularly for pupils with additional needs. The teaching of reading throughout the school is appropriate to the age and learning needs of the pupils and is well planned, systematic and enjoyable. Pupils therefore make rapid progress in learning these basic skills. The school employs a wide range of strategies to support effective learning. Individual learning targets are known and understood by pupils.

Teachers' curricular planning contributes very well to pupils' spiritual, moral, social and cultural development, and innovative events and teaching strategies often bring learning to life for pupils. For example, in a very well organised day with a gold medal winning Olympic athlete pupils developed a very clear understanding of self-belief and determination. Pupils questioned him on his successes and experiences and showed a deep understanding of learning from setbacks and disappointment.

Behaviour and safety of pupils

Pupils' behaviour is outstanding around the school and in lessons. Parents, carers and pupils confirm that what inspectors saw was typical. Pupils have great trust in the adults in school. They say that school is a safe place and that help is always on hand if they encounter any problems. Pupils are caring and polite and show a very good awareness of how they can help and support each other. For example, the school council were instrumental in providing a ramp for the gazebo for wheelchair access. They help each other to behave well, and willingly include in their games those pupils who sometimes have difficulties in managing their own behaviour. The school's own records confirm that incidents are rare. Discussions with pupils indicate they understand what constitutes bullying in all its various forms, such as physical, emotional, homophobic and cyber bullying. They say there is very little actual bullying, and are confident that if any aspect of bullying occurs it will be dealt with promptly and very effectively. An analysis of the completed inspection questionnaires for pupils confirmed these judgements. Attendance is consistently above average. This is because the school ensures that its very effective procedures and expectations are known and clearly understood by parents and carers.

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Leadership and management

The headteacher communicates an exceptionally strong ambition for the highest quality of provision and outcomes for all pupils. In realising this ambition, he is very well supported by senior and middle leaders. Together they provide monitoring, guidance and training for all teachers and teaching assistants that bring about a high degree of consistency in excellent teaching. For example, the highly knowledgeable literacy leader has provided excellent support for staff in the teaching of phonics. This has resulted in the maintenance of very high standards in reading, and has also ensured that the school has improved aspects of its work that it has identified for itself as needing improvement, such as the very good use of targets for pupils which motivates them to excel. This, coupled with very accurate self-evaluation, means that school leaders are demonstrating an outstanding capacity to continue to improve.

Leaders have excellent methods for recording information about pupils' academic progress and their social and emotional development. Regular and rigorous reviews of pupils' progress during the year are managed exceptionally well. Very well-developed systems ensure that the information gained from the reviews is clear and accessible to all stakeholders, and used effectively to identify and quickly remove any barriers to learning affecting pupils so that they are not denied their equal opportunity to achieve high standards. One pupil commented, 'Everything is fair and no one gets left out.'

The governing body plays an important strategic role and carries out all its duties very well. It is actively involved and well informed, and as a result challenges and holds the school to account effectively. The governing body and leadership team ensure that the school complies with statutory requirements for safeguarding.

The curriculum and extra-curricular programme provide a wide range of stimulating activities for all pupils. Learning through first-hand experience is strongly emphasised, both through practical activities in lessons and visits to places of interest such as Walton on the Naze. After-school activities have a high take-up; they are provided each day and cater for all age groups. A wide range of visitors and visits, including residential trips, contribute effectively to promoting pupils' academic, personal, health and citizenship education. Pupils' spiritual, moral, social and cultural development is excellent. Pupils have a very clear understanding of lifestyles and customs different from their own, for example through the study of Chembakolli. They understand and adhere very well to the school's code for behaviour, showing an excellent understanding of the moral and social values the school promotes.

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	54	42	2	2
Primary schools	14	49	32	6
Secondary schools	20	39	34	7
Special schools	33	45	20	3
Pupil referral units	9	55	28	8
All schools	16	47	31	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September to 31 December 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data 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.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance:	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour:	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and what the school has accomplished so far and on the quality of its systems to maintain improvement.
Floor standards:	the national minimum expectation of attainment and progression measures.
Leadership and management:	the contribution of all the staff with responsibilities, not just the governors and 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:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
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.
Safety:	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

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.



26 April 2012

Dear Pupils

Inspection of Boxford Church of England Voluntary Controlled Primary School, Sudbury, CO10 5NP

Thank you for making us so welcome when we visited recently. You were very polite and helpful, and told us a lot about the interesting and exciting things you do in school. You go to an outstanding school.

- You make excellent progress in all subjects and do particularly well in reading and writing.
- You reach standards that are well above average.
- The teachers plan very exciting lessons that challenge you and help you to learn new things very quickly.
- Your behaviour in class and around the school is outstanding. You get on very well with one another, have exceptionally positive attitudes to learning and play an important part in the routines of the school. I particularly enjoyed the guitar playing in assembly.
- Your attendance is good so keep it up.
- There are many clubs for you to take part in.
- The headteacher leads the school very well and has very high expectations for everyone involved in the school.

I have asked the school to do something to make it even better. I have asked the staff to make sure that the marking in your books always tells you exactly how to improve your work. You can help by continuing to work very hard, and if you don't know how to make your work better, ask your teacher.

Yours sincerely

Richard Blackmore
Lead inspector

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