

# St Botolph's Church of England Voluntary Controlled Primary School

Back Hills, Botesdale, Diss, IP22 1DW

**Inspection dates** 4–5 October 2012

<b>Overall effectiveness</b>	Previous inspection:	Satisfactory	3
	This inspection:	<b>Good</b>	<b>2</b>
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- Pupils make good progress during their time in school.
- Standards in English and mathematics have risen over the last three years, and are consistently above average by Year 6.
- Teaching and learning are good across the school. Some outstanding teaching leads to high-quality work in writing and mathematics.
- Pupils who need extra help to develop their reading and numeracy skills benefit from good support and make good progress.
- Pupils thoroughly enjoy their learning and the wide range of clubs on offer.
- Pupils behave well and feel safe because discipline is fair and consistent.
- Good leadership and management have ensured that teaching is improving through additional training.
- Governors work closely with the new headteacher, supporting and challenging him effectively. They ensure that additional funds are used wisely to help individual pupils.

### It is not yet an outstanding school because

- Pupils are not always encouraged enough to take responsibility for their learning, or to respond to their teachers' written advice.
- A few pupils in Key Stage 1 are capable of learning their letters and sounds and reading books at higher levels.
- Identified weaknesses in teaching are not always followed up diligently, and teachers have few opportunities to share outstanding practice.

## Information about this inspection

- Inspectors observed teaching in all classes. They visited 15 lessons. Two part-time teachers were not teaching during the inspection.
- The inspectors had discussions with pupils, the headteacher, other teachers and governors, and held a telephone discussion with a local authority officer.
- They looked at a range of the school's documents and samples of pupils' work.
- The views of 22 parents were analysed through the Parent View website. Other parents' views were sought at the start of the school day.

## Inspection team

Judith Dawson, Lead inspector

Additional Inspector

Lynn Lowery

Additional Inspector

## Full report

### Information about this school

- The school is slightly smaller than the average primary school. Most pupils come from the local village, although a few travel from neighbouring villages.
- Most pupils are from White British backgrounds with a very small minority from minority ethnic families.
- The percentage of disabled pupils and those who have special educational needs supported at school action level is much smaller than average, as is the proportion at school action plus or with a statement of special educational needs.
- Fewer pupils than average are known to be eligible for additional government funding through the pupil premium.
- The school meets the current government floor targets, which set the minimum expectations for pupils' attainment and progress.
- An independently run breakfast and after-school club uses the school site, but was not included in the inspection.
- A new headteacher joined the school at the beginning of this academic year, less than four weeks before the inspection.

### What does the school need to do to improve further?

- Raise the quality of teaching from good to outstanding by:
  - providing regular opportunities for teachers to share outstanding practice
  - making sure that any points for improvement identified when observing teachers' practice become a focus for future observations.
- Help all pupils to take more responsibility for their learning and make the best possible progress by:
  - teaching them how to evaluate their work and set their own targets for improvement
  - providing them with more opportunities to pursue their own lines of enquiry or interests, and to plan how they will achieve their tasks
  - making sure that all pupils respond to their teachers' written advice.
- Fine-tune the teaching of reading and the sounds letters make (phonics) in Key Stage 1 so that it is accurately matched to each pupil's needs.

## Inspection judgements

### The achievement of pupils is good

- Children are making good progress in the Early Years Foundation Stage. They learn effectively through the thorough teaching of new skills, consolidated through well-planned activities that they initiate themselves. Children's knowledge and skills on entry are in line with national expectations for their age.
- Pupils make good progress in Key Stage 1, although there was a dip in standards in reading in Year 2 this summer. Most pupils made good progress in reading in the lessons observed, but occasionally progress was slower for a few pupils because the group they were working in did not accurately match their ability levels.
- By the end of Key Stage 2, standards in English and mathematics have been above average in recent years. The Year 6 results were significantly above average this year.
- In recent years, boys reached higher standards than girls in English and mathematics. A new approach to writing, applying story-writing conventions to non-fiction texts, was introduced to address weaknesses in boys' writing identified in the last inspection report. Boys and girls now all make good progress and a much higher proportion than nationally attain the higher levels.
- Learning in lessons is almost always good. Pupils are well motivated and enjoy their lessons because they apply their English and mathematics skills in many different subjects. Year 6 pupils studying a biography of Henry V amended the text in a range of ways best suited to their ability. All were looking forward to working with the biography of Henry VIII as part of their topic.
- Pupils who need extra help, such as disabled pupils and those who have special educational needs, and those supported through the pupil premium, are well supported. Teachers and other adults make learning fun and promote pupils' self-esteem well. As a result, they are confident, make good progress and are proud of their achievements.

### The quality of teaching is good

- All teachers convey consistently high expectations of their pupils. As a result, the work in pupils' books, especially with extended writing, is often of a high standard.
- Teachers often use topic themes as the subject matter for English lessons. This engages pupils' interest, makes learning fun, and motivates them.
- The school's monitoring records show several examples of outstanding teaching, especially in mathematics, generating rapid and enthusiastic learning.
- All teachers plan their lessons carefully, setting work at different levels. However, in the very few lessons observed where teaching required improvement, work was not matched accurately enough to pupils' needs.
- Teachers and other adults question pupils effectively to test understanding and extend learning. Almost all have the subtlety to know when to give pupils time to think.
- Reading is taught well, especially in Key Stage 2, where pupils' enthusiasm for reading is very

evident. In Key Stage 1, phonics is taught systematically and thoroughly, although occasionally the way pupils are grouped by ability for these sessions is inaccurate.

- All teachers mark pupils' work accurately and measure their abilities well. However, pupils' books show that many do not respond to their teachers' marking, and they repeat their mistakes.
- Pupils are given targets to help them improve. The best teaching encourages them to set their own targets, but this is inconsistent and examples of pupils deciding how well they have achieved their tasks are rare. Few set their own targets or have opportunities to organise and extend their learning independently to achieve new heights.
- Teaching in the Early Years Foundation Stage is good. Children are encouraged to learn independently within an attractive and stimulating environment. Day-to-day observations of children's learning enable the teacher to plan activities to extend learning. All the adults demonstrate very clear expectations for each child. Basic skills are taught well.

### **The behaviour and safety of pupils are good**

- Pupils have good attitudes to learning and low-level disruption in lessons is rare. They are eager to please their teachers and work with each other amicably and constructively.
- Almost all parents, and the staff, feel that the school deals with any unacceptable behaviour effectively. Pupils say that they feel safe in school and are all cared for well. Older pupils help to ensure that playtimes are enjoyed by all.
- The school provides good support for those pupils who find it difficult to manage their own behaviour. These pupils make good progress towards their targets, and incidences of poor behaviour in classes or around school are rare.
- Pupils are polite around the school, at lunchtime and on the playground. They rapidly develop good social skills in the Early Years Foundation Stage, and throughout the school pupils instinctively organise themselves to play team games during the lunch break. They care for and support each other.
- Pupils say that bullying is rare. They are aware of the different types of bullying, including cyber-bullying and bullying based on prejudice. The school ensures that pupils have opportunities to discuss these issues.
- Pupils are rarely late for school and they attend regularly. The school makes sure that any unexplained absence is followed up quickly.
- Good spiritual, moral and social education enables pupils to develop a strong sense of justice and fairness. They show empathy with others, including historical or fictional figures. Their 'Big Write' books include thoughtful comments about their own thoughts and those of others.

**The leadership and management are good**

- Teachers' performance is monitored regularly. The results have been used to provide focused training for staff, but there have been missed opportunities to build on observations of teaching to fine-tune teachers' skills or share outstanding practice.
- The local authority has supported the school well. Training in Early Years Foundation Stage practice has resulted in well-managed and effective provision. Governors, teachers and other adults have received training to support their roles.
- The new headteacher has an accurate overview of the school's strengths and areas for development. He has, with the governors, improved the systems for the performance management of the staff, and has tackled underperformance to good effect. A new policy based on the new Teachers' Standards is linked appropriately to the salary structure.
- Staff, leaders and managers are united in their drive to make the school even better. The improvements since the last inspection are a testament to their ability to achieve their aims. Almost all parents feel that the school is led and managed well. Staff are unanimous in their praise for the headteacher. One wrote, 'His positive attitude, passion and drive to be the best school for every child has already made a difference to staff and children.'
- The progress of different groups, including disabled pupils and those who have special educational needs, and pupils supported by the pupil premium, is monitored well. The results are used effectively to evaluate the impact of the additional funding that has been used to provide extra support and training for the staff. In such ways, the school ensures equality of opportunity for all.
- The newly gained Artsmark award is a testament to the broad and interesting curriculum. Improved provision for English and mathematics has raised standards. Pupils' spiritual, moral, social and cultural development is promoted well. Pupils demonstrated in a modern foreign language lesson that it is important that people from different countries and backgrounds understand each other's language and cultures.
- Systems for ensuring pupils' safety and welfare are robust. The school meets statutory requirements for safeguarding pupils, and works well with outside agencies to support pupils whose circumstances may make them vulnerable.
- **The governance of the school:**
  - made sure that pupils, staff and parents contributed to drawing up the list of expectations for the appointment of the headteacher
  - fulfils its statutory duties and, with the headteacher, has drawn up robust plans for improvement
  - is managing finances carefully, including the additional finances available to the school
  - has a good understanding of pupils' performance and the school's strengths and areas for improvement, and holds leaders to account
  - is proud of the school and determined that it should become even better.

## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

## School details

<b>Unique reference number</b>	124758
<b>Local authority</b>	Suffolk
<b>Inspection number</b>	406267

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

<b>Type of school</b>	Primary
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	193
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Joanne Broadbent
<b>Headteacher</b>	Mark Cobbold
<b>Date of previous school inspection</b>	21 September 2010
<b>Telephone number</b>	01379 890181
<b>Fax number</b>	01379 890213
<b>Email address</b>	admin@st-botolphs.suffolk.sch.uk

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.ofsted.gov.uk](http://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](mailto:enquiries@ofsted.gov.uk).



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit [www.parentview.ofsted.gov.uk](http://www.parentview.ofsted.gov.uk), or look for the link on the main Ofsted website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

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](mailto: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](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2012

