

# Elmsett Church of England VC Primary School

The Street, Elmsett, Ipswich, IP7 6PA

**Inspection dates** 8–9 November 2012

<b>Overall effectiveness</b>	Previous inspection:	Outstanding	1
	This inspection:	<b>Requires improvement</b>	<b>3</b>
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
Leadership and management		Requires improvement	3

## Summary of key findings for parents and pupils

### This is a school that requires improvement. It is not good because

- Although most pupils reach the standards expected for their age in English and mathematics, few make good progress in doing so.
- Leaders, including the governors, have not set teachers ambitious targets for improving pupils' progress.
- Pupils do not get enough chance to practise and extend their literacy and numeracy skills in different subjects.
- Some teachers spend too long going over work pupils have already done, rather than moving them on to more challenging work.
- The targets teachers set for pupils are not ambitious enough to encourage pupils to excel.
- Pupils are rarely involved in deciding how well they have completed their work, or in setting their own targets.

### The school has the following strengths

- Pupils behave well, concentrate on their work and feel safe in school. They enjoy the wide range of interesting activities, and their attendance is above average.
- The written and spoken advice teachers give to pupils helps them to make good progress in some lessons, and some of the pupils who receive extra help make good progress.
- Better teaching of phonics (the sounds that letters make) has led to higher standards in reading.
- Pupils' spiritual, moral, social and cultural development is good and they take good care of the environment.

## Information about this inspection

- The inspector observed teaching in all classes and visited eight lessons. Two teachers were not teaching during the inspection, as one is part-time and the other was attending training.
- The inspector had discussions with pupils, the headteacher and other teachers, and a representative of the governing body. She held a telephone conversation with a local authority officer.
- She looked at a range of the school's documents including priorities for improvement, records of pupils' progress and samples of pupils' work. She also heard some pupils read.
- The views of 27 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

## Full report

### Information about this school

- This village school is much smaller than most primary schools.
- Pupils in Key Stages 1 and 2 are taught in mixed-aged classes.
- All pupils speak English as their first language. Until very recently, no pupils were known to be eligible for additional government funding through the 'pupil premium'.
- The percentage of disabled pupils and those who have special educational needs supported at school action is similar to most primary schools. More pupils than average are supported at school action plus. None have a statement of special educational needs.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- The headteacher is due to retire at the end of this term, and one of the teachers will lead the school until a new headteacher is appointed.

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

- Improve teaching to enable all pupils to make the best possible progress by:
  - reviewing the targets set for pupils so they are always aspirational but realistic
  - reducing the time that pupils spend repeating work they have already mastered
  - making sure that teachers demand good-quality work across all subjects, and that the basic skills pupils develop in English and mathematics lessons are used well in all their work
  - helping pupils to aim higher by encouraging them to evaluate their own and each other's work, set their own personal targets and plan how they will carry out their tasks.
- Improve the way leaders check the quality of teaching quality, so that teachers' performance can be clearly measured against the progress pupils are making and they are given challenging and time-limited targets.
- Provide training and support for the governing body and the new leaders to help them set more demanding and measurable targets for improving pupils' progress.

## Inspection judgements

### The achievement of pupils

### requires improvement

- Pupils start school with knowledge and skills that are in line with those expected for their age. By the time they leave, standards in English and mathematics remain average overall, with few making better than expected progress over time. A minority of parents rightly say they do not feel their children are making good progress.
- Children in the Reception class develop problem-solving, reasoning, numeracy and social skills well. Writing skills are below the levels expected for their age and remain so at the end of Key Stage 1. Very few pupils are working at the higher levels in reading, writing and mathematics by the end of Year 2.
- Fewer pupils than nationally attained the expected levels in the national phonics test at the end of Year 1. The school responded to this by providing additional training for the teachers, and this has already helped to improve pupils' phonic skills in Key Stage 1.
- Pupils are keen to learn. They work well together in groups and sustain concentration well. The work in their English and mathematics books is well presented. In most lessons they work hard and make good progress on the tasks that the teachers set for them. Sometimes these tasks are too easy or pupils spend too long going over the same work when they could be moved on to higher levels.
- Pupils' written work in subjects other than English does not reflect their capabilities. There are few examples of extended writing, and handwriting deteriorates. Pupils are enthusiastic about their 'topics' (work organised around themes that brings different subjects together) and enjoy learning about new things, but they do not take enough care when applying their literacy skills to their other work.
- Some of the disabled pupils and those who have special educational needs have made good progress. Adults are skilful in setting them small, achievable targets to give them confidence and a sense of achievement. The support provided through pupil premium funding for the very few eligible pupils is too new to show improvements in their learning.

### The quality of teaching

### requires improvement

- Teachers know what pupils need to do to improve their work, but some spend a lot of time consolidating pupils' learning rather than challenging them to attempt more advanced work. This works well for pupils who find learning difficult, but limits the progress of others who are capable of reaching higher levels in their work.
- Pupils' books are marked thoroughly with written comments to help them improve their work. However, they rarely get the chance to evaluate their own work or set their own targets. It is usually the teachers who comment on pupils' work, so teachers are missing opportunities to encourage pupils to make decisions about their own and each other's learning.
- Teachers do not expect a high enough quality of written work in history, geography, religious education and science. They rely too much on undemanding worksheets and rarely expect extended written work in pupils' books. There are few planned links between English and mathematics and the other subjects to extend pupils' skills.

- Teachers have good relationships with the pupils, and manage their behaviour well. They are skilled in meeting the pastoral needs of both age groups in each class so that pupils work amicably together.
- Teachers and teaching assistants contribute a great deal to the life of the school, especially by providing a wide range of additional activities for the pupils. The emphasis placed on care for the environment and healthy lifestyles generates a strong sense of personal responsibility.
- The school identifies the needs of disabled pupils and those who have special educational needs well, and gives them good help and guidance. Teachers and teaching assistants ask them probing questions to check their understanding and extend their learning. It is a tribute to the staff that these pupils are proud of their achievements and eager to learn.
- The Early Years Foundation Stage teacher plans interesting activities that fuel the children's imagination. They were curious to see if the dragon who laid her eggs around the school when she was frightened during the fireworks had come to retrieve them. Children's personal and social skills are developed well but some opportunities are missed to extend children's learning in other areas when they choose their own activities, or to discuss things with the children to help them extend their knowledge and skills.

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

- Pupils are eager to please their teachers. They work together amicably and constructively, and disruption in lessons is rare. Pupils draw up their own class codes of conduct.
  - Parents, staff and pupils say that the school deals with any unacceptable behaviour effectively. Pupils say that they feel safe in school and are cared for well. One said, 'We all look out for each other in this school.'
  - Pupils say that bullying is rare. They are aware of, and discuss the different types of bullying, including cyber-bullying and bullying based on prejudice. Although the school does not have an ethnically mixed population, it makes sure that pupils respect others of different faiths and cultures. Links with a school in New Jeshwang in the Gambia are thriving.
  - Pupils are polite and friendly around school. The play on the new playground equipment amicably and instinctively organise themselves to play team games. They actively promote strong eco-credentials and healthy lifestyles, and have gained several awards in these areas.
  - Good spiritual, moral, social and cultural education helps pupils to develop a deep sense of justice and fairness. During the inspection, the oldest pupils engaged in a thoughtful discussion about whether rules are good or bad.
  - Pupils are rarely late for school. Attendance is consistently above average. Any unexplained absence is followed up quickly.
  - The school takes good care of the pupils and ensures that they work and play in a safe environment. Systems for recording accidents or incidents are thorough. Pupils are encouraged to take responsibility for their well-being.
-

**The leadership and management requires improvement**

- Teachers' performance is monitored regularly by senior staff, and they are beginning to observe each other's practice. However, such checks have not focused enough on what impact teaching has on pupils' progress. Leaders have rightly made raising achievement a prime focus for school improvement but have not identified what needs to be improved in the teaching to achieve this.
  - The school tracks the progress pupils make, but changes to the way it does so have made it difficult to identify each pupil's progress from the time he or she started school. Also, the headteacher and teachers have not made enough use of the resulting information to set challenging targets for individual pupils. There has been too much focus on maintaining 'satisfactory' progress rather than aiming to help pupils make good progress.
  - Pupils study a wide range of interesting topics, but do not have enough opportunities to practise and sharpen their literacy and numeracy skills in different subjects. The school has not given enough attention to making sure that pupils' written work is good beyond English lessons.
  - The local authority has not provided sufficient support for the school. Dips in pupils' progress have not been picked up because the school was judged to be outstanding at its last inspection, four years ago.
  - The systems for identifying pupils who need additional support are thorough. Staff have been trained to support pupils who have specific needs. The new pupil premium funding is being used appropriately to give regular social skills and speech and language support for the pupils concerned, helping them to feel confident and secure in school.
  - Systems for ensuring pupils' safety and welfare are thorough and the school meets statutory requirements for safeguarding pupils. It works well with outside agencies to support pupils whose circumstances may make them vulnerable.
  - The current headteacher has been successful in maintaining a safe and happy school environment. She has the support and trust of the staff, and all adults work hard to make learning interesting and maintain the strong caring atmosphere. The teacher who will be the acting headteacher next term is receiving training for the national professional qualification for headship.
  - Pupils enjoy a comprehensive range of additional activities, from sports and chess to recorders and diabolo, the latter devised and run by the pupils. Strong links with the village and the church have benefited both the school and the community. The productive allotment on church land has been used enthusiastically by the pupils. Specialist teachers for sport and music enhance the pupils' experiences. Information and communication technology resources have improved since the last inspection and all pupils learn French.
  - **The governance of the school:**
    - The governing body works hard to maintain and enhance the school environment, the outdoor opportunities and pupils' well-being. It has strong partnerships with village organisations and seeks parents' views regularly. Governors generally manage the budget well, and are aware of how the new pupil premium is being used. They are involved in drawing up plans for improvement and conscientiously review school policies on a regular basis. They monitor the headteacher's performance appropriately but have not set targets that are based on improving
-

pupils' progress beyond its current level within a time limit. Governors have had recent training to sharpen their skills in analysing information on pupils' achievement, so they can compare the school more thoroughly against similar schools nationally. The headteacher provides regular reports about pupils' performance and the quality of teaching, but until recently the governing body has relied too much on these, rather than their own direct observations, to identify strengths and weaknesses. It is now better placed to give leaders the support and challenge needed to improve pupils' achievement.

## 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>	124695
<b>Local authority</b>	Suffolk
<b>Inspection number</b>	395632

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>	83
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Stephen Robinson
<b>Headteacher</b>	Myra Shackleton
<b>Date of previous school inspection</b>	26 June 2008
<b>Telephone number</b>	01473 658303
<b>Fax number</b>	01473 658303
<b>Email address</b>	ad.elmsett.p@talk21.com

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

