

# Eyke Church of England Voluntary Controlled Primary School

The Street, Eyke, Woodbridge, IP12 2QW

## Inspection dates

4–5 December 2012

<b>Overall effectiveness</b>	Previous inspection:	Satisfactory	3
	This inspection:	<b>Good</b>	<b>2</b>
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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 are making good progress and achieving well. Improvements in the quality of teaching have ensured that the rates of progress in English and mathematics continue to rise. This has resulted in improving standards, which by the end of Year 6 are at least in line with the national average. Standards in reading are above average.
- Teachers increase pupils' enjoyment of learning through a stimulating range of activities. This contributes strongly to their good spiritual, moral, social, and cultural development. Disabled pupils and those with special educational needs are fully included in lessons and make good progress due to effective teaching and support.
- Pupils' behaviour is good because staff set high expectations and pupils respond positively to these. They enjoy school, have positive attitudes and are highly respectful to each other and their teachers.
- Pupils feel safe in school as the quality of safeguarding is good. Pupils are confident, thoughtful and take their responsibilities seriously, especially for learning and the welfare of younger pupils.
- The school is led well by a caring headteacher, who sets a good example through her own teaching and is strongly supported by staff and parents.

### It is not yet an outstanding school because

- Girls' progress in reading is slower than other aspects of their work.
- Teachers plan work for more-able pupils but sometimes do not introduce it early enough in lessons. Some marking of pupils work does not correct basic mistakes, or tell pupils clearly what they should do next.

## Information about this inspection

- The inspector observed 10 lessons or part-lessons taught by six teachers.
- Meetings were held with pupils, the headteacher, members of the senior management team, governors and the office manager. There was also a discussion on the telephone with an officer from the local authority.
- The inspector observed the school's work. He examined safeguarding arrangements as well as other documents including policies, procedures, school development plans and self-evaluation, and a range of pupils' work.
- The inspector took account of 19 responses to the online Parent View survey, as well as comments by parents.
- The inspector also examined questionnaire responses from 22 members of staff.

## Inspection team

Richard Blackmore, Lead inspector

Additional Inspector

## Full report

### Information about this school

- Eyke Church of England Primary School is smaller than the average primary school.
- Nearly all pupils are White British, the remainder coming from a range of other ethnic heritages.
- The proportions of disabled pupils and those who have special educational needs who are supported by school action are above average; so too are those at school action plus or who have a statement of special educational needs.
- The proportion of pupils known to be eligible for support through pupil premium funding is lower than the national average.
- The school meets the current government floor standards, which set the minimum expectations for pupils' attainment and progress.
- The main school is organised into six classes and from Year 3 pupils are taught in mixed-age classes.

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

- Raise the quality of teaching by:
  - developing the effectiveness of marking by always rigorously correcting basic errors and clearly identifying what pupils need to do to improve in their work
  - ensuring that work planned for more-able pupils is introduced early in lessons so they make rapid progress from the outset.
- Improve girls' progress in reading to match the better progress found in writing and mathematics.

## Inspection judgements

### The achievement of pupils

is good

- After entering the school with skills and understanding that are below the levels expected for their age, children achieve well in the Early Years Foundation Stage. Children have very positive attitudes and tasks are well planned to interest and motivate them. Pupils throughout the school are keen to learn, one saying to the inspector 'learning is amazing'!
- In recent years, achievement was variable in reading, writing and mathematics, but pupils now make good progress throughout the school, although girls' progress in reading is not as quick as that of boys. School tracking data indicate that pupils now look set to achieve higher standards than those in previous years. Pupils' attainment at the end of Year 6 is now average in English and mathematics and is improving quickly.
- Pupils show pleasure in the wide range of books that they read, especially in the older year groups. Pupils are developing good expressive reading styles. However, girls do not always make as good progress in reading as boys because their comprehension skills lag behind their ability to read words and occasionally the books pupils read do not match their reading ability.
- Pupils known to be eligible for the pupil premium funding also make good progress. This funding is used effectively to provide a range of support, including additional adult time in lessons to accelerate pupils' literacy and numeracy skills. For example, the 'Dancing Bear' programme provides very effective daily and intensive support for those pupils falling behind in reading. As a result any gap in achievement between this group and other groups of pupils is closing quickly.
- Disabled pupils and those who have special educational needs typically make similar progress to their peers in English and mathematics by the end of Year 6. They receive effective guidance during lessons and benefit from small group work that focuses specifically on gaps in knowledge and understanding. Teaching assistants are well trained in a wide range of programmes to speed up pupils' progress in reading, writing and mathematics and they are carefully used to meet the pupils' diverse needs.
- The exciting topic-based curriculum ensures that the pupils' skills in communication, writing and mathematics are developed well across all subjects, supporting the good rate of progress being made.

### The quality of teaching

is good

- Teaching is consistently good and sometimes outstanding. For example, in an excellent Year 2 phonics lesson (teaching the links between letters and sounds) the teacher and teaching assistant very skilfully ensured all pupils made very quick progress because they knew exactly what the pupils could do and used this knowledge expertly to focus on more complex sounds, previously misunderstood.
- In the Reception class there is a good balance of adult-led learning alongside opportunities for children to choose to learn and play on their own or with others. Staff make frequent and accurate checks on the quality of learning. They use the information well to support staff in improving lessons and learning experiences. Training for staff is well matched to the Reception pupils' needs and has helped to improve teaching quickly since the last inspection.

- All parents and carers who responded to the online questionnaire thought that their child was taught well at the school. Mixed-age classes are well organised and often have more than one member of staff. All these adults help pupils to learn quickly and enjoy lessons, particularly disabled pupils and those who have special educational needs. One pupil said 'teachers make learning fun and you don't realise when you are learning'.
- Although teachers plan work for pupils of different ability and tasks are usually well matched, they sometimes do not introduce the more demanding activities they have planned quickly enough. This is especially so for more-able pupils at the start of lessons. Consequently, some pupils are repeating work and are insufficiently challenged, so slowing their progress.
- Teachers and support staff know pupils well and relationships are good. As a result lessons are typified by mutual respect so that, for example, opportunities can be taken to discuss a range of issues which support pupils' spiritual, moral, social and cultural development.
- Teachers assess pupils' work regularly and include feedback, which is valued by pupils who know what their longer term targets are. However, teachers are not always clear enough in setting out the immediate next steps for pupils to make their work better. Teachers expect the pupils to respond to, and learn from, their comments. Often teachers provide time for pupils to reflect on comments and this helps them make faster progress, but is not consistent practice across all classes.
- Staff have high expectations of work and behaviour. Pupils respond maturely and responsibly to the clear instructions and requirements set by teachers, which ensure that the large majority of lessons are productive and purposeful.
- Pupils benefit greatly from well-designed resources and working displays of pupils' work to stimulate and assist them in their extended writing and numeracy tasks. Teachers make extensive and effective use of a range of ICT to enhance pupils' learning. For example, Year 4 and 5 pupils gained very useful tips on keeping safe on the internet through a well-chosen short animation about not opening unknown emails and attachments.

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

- Pupils are well behaved and have positive attitudes towards their learning. They concentrate and work well in lessons. Any unacceptable behaviour is managed very well by all staff. Nearly all parents who responded to the online questionnaire agreed that behaviour in the school is good and pupils confirm that this is usually the case in classrooms and around the school. Pupils work well both in small groups and independently and try hard to complete the tasks they are set.
- Pupils show good levels of respect for each other. They are aware of the importance of friendships and help each other to overcome any difficulties that they may encounter. Pupils also appreciate the supportive and caring relationships between staff and pupils. One pupil said, 'you will never be lonely here'.
- Pupils say that they feel safe in school. The school's own, and the on-line survey shows that most parents are of the view that the school keeps the pupils safe. The inspector found that safeguarding arrangements meet requirements.
- Pupils have a good knowledge of different kinds of bullying, including any that might be encountered through the internet and other new technologies such as tablets. They feel that

there is little bullying in the school. Pupils told the inspector they feel confident that, if bullying does occur, that the school will deal with it well by talking to all pupils involved and that any difficulties are quickly resolved by staff.

- There are good links with external professionals when specialised services are needed. These, for example, help to support pupils and families who are in difficult circumstances, or pupils who have difficulty in managing their own behaviour.
- Attendance and punctuality are both good.

### **The leadership and management are good**

- The headteacher provides strong leadership for the well-motivated staff team, who demonstrate a shared sense of commitment to continuing to improve provision. The high expectations of staff are a major factor in the improvements that have taken place. Their capacity for further improvement is strong.
- Priorities for development arise from the school's good quality self-evaluation that involves all staff and governors. This is supported well by action plans devised by middle leaders and the EYFS leader that pinpoint specific actions to raise achievement and improve the quality of teaching. The effectiveness of these leaders has improved since the previous inspection.
- There is an effective timetable for the professional development of staff. This has concentrated on improving the progress made by pupils. The performance management of teachers and support staff is effective and clearly outlines the focus for individual staff. It makes good use of the national standards set for teachers so they can continually improve the quality of their teaching. Targets set for staff accurately reflect the school's priorities.
- The local authority provides light-touch support to this good school, focused on improving the quality of teaching. The governing body has made use of a range of training provided by the local authority including understanding information related to pupils' achievement.
- The curriculum successfully links subjects together and provides interesting and memorable experiences for pupils. A strong feature is the range of opportunities for pupils to use their basic writing and mathematical skills, along with other skills, in cross-curricular topics. Opportunities for pupils' spiritual, moral, social and cultural development are planned well within other subjects enabling pupils to quickly understand traditions and lifestyles different from their own.
- The school has good relationships with an active and supportive parents' and carers' body, who praise many aspects of its work. Parents and carers are given helpful guidance to support their children with their learning and appreciate this support. They are positive about the school and are generally pleased with the way the school encourages pupils' enjoyment. One parent commented that their child 'runs into school' because it is such fun.
- The governance of the school:
  - Governors provide a good level of support to the headteacher and senior staff that has contributed to improvements since the last inspection. The governing body fulfils its statutory responsibilities for safeguarding and is fully involved in the promotion, pay awards and appointment of staff. It is reflective and fully involved in self-evaluation and the setting of the school's priorities. As a result governors understand and challenge assessment information about the school's current performance and pupil's most recent rates of progress. The

governing body ensures that the school's finances are allocated and used effectively, especially the pupil premium funding, so helping to raise 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>	124730
<b>Local authority</b>	Suffolk
<b>Inspection number</b>	402291

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 School
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	142
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Phil Robbins
<b>Headteacher</b>	Wendy Kelway
<b>Date of previous school inspection</b>	26-Apr-10
<b>Telephone number</b>	01394 460328
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