

# St Peter and St Paul Church of England Voluntary Aided Primary School, Eye

Church Street, Eye, IP23 7BD

**Inspection dates** 6–7 June 2013

<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.

- Children make a good start to their education in the Early Years Foundation Stage.
- Attainment is rising and progress rates are increasing in all key stages.
- Skills in literacy and numeracy are carefully developed and are regularly reinforced in other subjects.
- Disabled pupils and those who have special educational needs make good progress because their needs are quickly assessed and regularly reviewed.
- Teaching is good with some outstanding. No teaching is inadequate.
- Behaviour is good in lessons and around the school and pupils feel safe.
- The headteacher, her senior team, subject leaders and governors are working effectively to raise achievement and the quality of teaching.
- Governors have an accurate understanding of the school and its needs and are very committed to their work.
- Spiritual, moral, social and cultural development is a strength.
- Pupils value their school and the opportunities it provides for them to learn and develop.

### It is not yet an outstanding school because

- The match of work to ability is not sufficiently refined in some lessons to fully challenge all individuals, for example, in developing their extended writing skills.
- Feedback from marking is sometimes inconsistent in guiding pupils' next steps and they are not always given the opportunity to follow it up by teachers.
- Sharing of the best staff practice, including among teaching assistants, is still developing.

## Information about this inspection

- The inspection team visited 12 lessons taught by eight staff and observed a range of intervention work.
- Inspectors held meetings with the headteacher, governors, staff, a representative from the local authority, and two groups of pupils. An inspector spoke to parents and carers in the playground before school.
- Inspectors took account of the 68 responses to the online questionnaire (Parent View) and the 17 staff questionnaire responses in planning and carrying out the inspection.
- The inspectors observed the school's work. They also looked at the school's improvement and development plan, data on pupils' progress and attainment, monitoring and self-evaluation procedures, a range of policies and procedures and arrangements for the safeguarding of pupils.
- Pupils' books were examined in lessons and in a separate work sample with senior staff and some governors.
- Inspectors listened to pupils reading.

## Inspection team

Michael Sutherland-Harper, Lead inspector	Additional Inspector
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Susan Cox	Additional Inspector
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## Full report

### Information about this school

- The school is smaller than the average-sized primary school.
- The very large majority of pupils are White British.
- The proportion of pupils supported through school action is below the national average. The proportions of those supported at school action plus or with a statement of special educational needs are just above the national average.
- The proportion of pupils for whom the school receives the pupil premium is below the national average. This is additional government funding for children known to be eligible for free school meals, children in the care of the local authority and children with a parent in the armed forces.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- The headteacher has been in post since September 2011.

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

- Raise the quality of all teaching to outstanding by:
  - refining the match of work to ability in all lessons with added challenge wherever possible, especially in extended writing
  - making sure that feedback to pupils is consistent in guiding them towards the next steps in learning and is revisited at regular intervals to ensure that pupils have the opportunity to undertake the necessary steps indicated by teachers
  - sharing best practice more consistently, especially among teaching assistants.

## Inspection judgements

### The achievement of pupils is good

- Attainment on entry to the Early Years Foundation Stage is below age-related expectations. Children make good progress in the Nursery so that most are working at or near expected levels on entry to the Reception class, with some work remaining to be done in communication, literacy and number skills.
- Good progress continues in the Reception class due to early identification of needs, carefully planned individual interventions and close tracking of progress every six weeks. Wednesday 'stay and play' sessions allow parents and carers to work with their children; this work is consolidated in reading and mathematics cafes.
- Systems to develop children's understanding of phonics (sounds and letters) have been refined through daily practice of these skills in Key Stage 1 and the purchase of phonics-based reading resources. Current data show that results in the end of Year 1 screening check are expected to be above the national average this year. This represents good or better progress given children's starting points and is a significant improvement on last year's results.
- Pupils make good, and rising, rates of progress now in all areas in Key Stages 1 and 2. Mathematical development is strongest and is promoted through links with the world of work like Enterprise Day, World Maths Day, mathematics cafes and Year 6 booster classes. Literacy is reinforced by the reading and writing cafes, regular testing to closely assess progress, daily guided reading and a growing emphasis on extending writing skills.
- Current data reveal that Year 6, although a weaker cohort, have maintained progress and standards from last year due to targeted teaching and interventions. An upward trend is apparent in the other years. Interventions, such as writing assessments in different genres each term, and new resources have increased pupils', and especially boys', engagement with subjects like reading and writing.
- Literacy and numeracy are well promoted in other subjects. For example, pupils in a Year 6 dance class had to explain what they were trying to achieve in addition to the physical demonstration. This is part of the 'Dance East' project linking dance and writing skills.
- Disabled pupils and those who have special educational needs make similar or better progress to others. Skilful and prompt assessment of needs updated half termly, together with small, high quality interventions involving outside agencies where necessary, allows for the prompt and careful integration of pupils in each class. Systems are continually reviewed.
- Pupil-premium funding is used effectively to ensure that all eligible pupils perform at least as well as their peers. There is no gap in the performance of these pupils in English and mathematics compared to the others due to the work of well-qualified support staff, the use of highly effective resources and a wide range of enrichment activities.
- Pupils read regularly and with increased fluency between Key Stages 1 and 2 as a result of the range of programmes which the school has put in place. They read with confidence and speak with animation about the excitement produced by the books they read.
- Pupils say they enjoy school, are happy and feel they are making good progress with their

learning. Parents and carers agree. A number of pupils spoke about how they couldn't wait to get to the next day's activities.

### **The quality of teaching** is good

- Teaching is good because teachers have high expectations and their planning is usually imaginative and well structured. Good pace and a variety of activities, none too long, engage learners and bring about good, and sometimes better, progress. Teachers use questioning well to see that all pupils, including those who may be unlikely to volunteer an answer, show their understanding in class and misconceptions are quickly addressed.
- Where teaching is strongest, as in a Year 4 mathematics lesson, pupils are provided with a range of visual and mental stimuli to recap on previous learning, have regular opportunities to work together and supplement the teacher's efforts with access to computers and through independent group work. The teacher's enthusiasm means that there is a smooth transition between tasks.
- The teaching of literacy and numeracy is reinforced in other subjects and increasingly so because the way teachers approach subjects, such as science through the topics considered, engages pupils and makes them want to find out more and write about the results. Pupils have good opportunities in class to develop communication and computer skills.
- Teachers and support staff work closely together to make sure that all pupils, including disabled pupils and those who have special educational needs, are well supported in lessons.
- Opportunities for staff to share best practice and learn from each others' skills are increasing but some further work is required to see that the strong contributions made by teaching assistants to pupils' learning are more regularly shared in order to raise all practice to the highest levels.
- In lessons where the teaching requires improvement, the match of work to ability is sometimes too general and challenge to individuals is insufficiently refined to produce results of the highest quality. In these lessons, opportunities to produce and develop extended writing are more limited and the resources used are less imaginative.
- Reading is well taught. Pupils have access to a very good range of reading materials, which have recently been expanded. Teachers review spelling, sounds and letters regularly and through homework and provide pupils with good opportunities to read in class and to speak expressively.
- Marking is regular with opportunities for pupils to assess their own and others' work. Teachers have clear expectations that pupils will produce neat and accurate work but they do not always ensure that the feedback they give guides pupils to the next steps or revisit previous marking to ensure that pupils have regularly undertaken the steps necessary to improve their work rather than repeating errors and slowing progress as a result.

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

- Consistent school systems ensure that behaviour is good. Pupils are fully aware of the school's procedures, respond well to the school's system of rewards and sanctions and have positive attitudes to learning. Pupils feel safe and parents and carers agree that their children are safe

and happy in school. One pupil told an inspector, 'This is my second home and I love it'.

- Behaviour is good in lessons and around the school. Pupils are very respectful of staff and each other. On one occasion, during the inspection, noticing that a younger pupil had his shoe lace undone, another pupil not only reminded him to be careful but actually bent down and did up the shoe lace for him. Pupils are closely supervised at all times. Carefully planned movement between activities make sure expectations are clearly understood from the start.
- Incidents of bullying are rare. Pupils are aware of the different types of bullying such as cyber bullying and name calling. They know what steps to take to avoid bullying and affirm that there is always an adult nearby to whom they can turn if they have any sort of difficulty and that issues will be quickly resolved.
- Attendance is broadly average and is improving. This year's figures have been affected by the national outbreak of norovirus. Pupils are punctual to school and to lessons. Good links with parents and carers mean that expectations of attendance are clear.
- There has only been one exclusion (one day) since 2011. The one racist incident which has occurred since 2011 was quickly and effectively resolved. Expectations that all pupils will be treated equally and without discrimination of any kind are reinforced in assemblies, by the school's ethos and through its close attention to spiritual, moral, social and cultural development. Pupils are expected to be a credit to their school and local community and in this they succeed.

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

- The headteacher has accurately identified those areas of the school requiring development. She has worked tirelessly with her deputy headteacher, the reconstituted leadership team and staff to take the school forward. As a result, attainment is rising and almost all teaching is now good or better.
- Senior leaders have improved the quality of teaching through more frequent collection and analysis of data to identify possible underachievement, regular tracking of individual pupils' progress and a continual focus on staff development, especially with regard to accurate assessment.
- Subject leaders have more clearly defined roles now in the drive to take standards forward. They have more autonomy and responsibility for shaping their departments in line with the whole school development plan. They analyse data and staff performance more carefully and regularly to improve results. The impact of this work is that standards have risen in all departments and results are more consistently high.
- The school offers a good, broad range of subjects, complemented by numerous clubs and activities. The school has advanced plans to develop outdoor learning further in its forested area and is also starting an after-school club in September to provide additional opportunities for learning in conjunction with a local provider.
- Promotion of spiritual, moral, social and cultural development is strong. Activities link closely with the local church and community. Right and wrong are clearly understood and positive values are promoted well in assemblies and lessons. Pupils enjoy good relationships with each other and with adults. The school is developing links with other countries. For example, staff from a Tanzanian school have already visited the local area to develop a connection.

- Safeguarding meets requirements. The single central record is secure, all procedures are robust and staff and governors are regularly trained in safeguarding procedures.
- The local authority has good but light-touch links with the school. Advisers have worked closely with staff and leaders to consolidate the present rate of improvement.
- Procedures for the management of teachers' performance are rigorous, closely linked to the national 'Teachers' Standards' and aimed at developing staff and improving their performance.
- Links with parents and carers are regular and growing, as witnessed by the increased membership of the parent-teacher association. The school is working steadily to improve home-school links.
- **The governance of the school:**
  - Governance is a strength. Governors, a large number of whom attended a meeting with an inspector, bring a wide range of skills to the school, are very committed to their work and have embarked on an ambitious building programme. They have undertaken training on data so as to understand where the school stands in relation to others and how to react promptly if gaps occur. The Chair and other governors make regular visits to the school to assess the quality of learning. They help plan how the pupil premium is spent and regularly monitor its effectiveness in driving up attainment. Governors share the headteacher's determination to secure an even better school and eliminate any underperformance. They are looking at ways to develop the best practice from teachers and teaching assistants and ensure that it is consistently of the highest quality.

## 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>	124771
<b>Local authority</b>	Suffolk
<b>Inspection number</b>	406268

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 aided
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	201
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Maxine Bennett
<b>Headteacher</b>	Maggie Massey
<b>Date of previous school inspection</b>	14 July 2011
<b>Telephone number</b>	01379 870497
<b>Fax number</b>	01379 871155
<b>Email address</b>	headteacher@eyeprimarysuffolk.org.uk

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