

Murrayfield Community Primary School

Nacton Road, Ipswich, IP3 9JL

Inspection dates 19–20 September 2013

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Requires improvement	3
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

- Achievement is not as good in reading and mathematics as it is in writing.
- Pupils do not always understand enough of what they read because some books they are given are too difficult.
- Pupils are not quick enough in remembering their number facts and do not all use mathematics confidently to solve problems.
- Teachers do not always give pupils enough time to use their skills or make sure work is at the right level.
- Not all teachers are helping the pupils learn to think about their reading, by working with them frequently in small groups.
- Though leaders and managers have improved teaching and achievement, improvement has not been rapid enough to raise them to good.
- Some leaders do not have a clear view of the quality of teaching and learning.
- The information gathered on pupils' progress is not yet completely accurate.

The school has the following strengths

- From the time children start school, the school takes a strong focus on their physical and emotional well-being.
- Behaviour is good and pupils say they feel safe. Everybody gets on well together, no matter what their backgrounds.
- Pupils in Year 1 do well in learning about letters and sounds (phonics), and writing has improved throughout the school.
- Leaders have identified what needs to be done and are making sure staff get the right training to do it.
- Current pupils and those who left in 2013 have made more rapid progress than the year group before.
- The school promotes pupils' spiritual, moral, social and cultural development well.

Information about this inspection

- Inspectors observed 24 lessons, of which three were joint observations with senior leaders, and two assemblies. Sixteen members of staff were seen teaching.
- Meetings were held with groups of pupils, members of the governing body, school leaders and staff. A discussion was held with a representative from the local authority.
- Inspectors spoke to pupils during lessons about their work, looked at their books and listened to them read.
- There were insufficient responses to the online questionnaire (Parent View) for inspectors to analyse. Inspectors gathered views by speaking to parents during the inspection.
- Inspectors analysed responses from six questionnaires completed by school staff.
- Inspectors observed the school’s work, looked at achievement and attendance data, improvement plans, systems for checking the quality of teaching and documents relating to safeguarding.
- During this inspection, inspectors asked additional questions designed to ascertain the school’s view of the impact and effectiveness of local authority services to support school improvement. This information will contribute to work being carried out by Ofsted to assess the use, quality and impact of those services.

Inspection team

Vivienne McTiffen, Lead inspector	Additional Inspector
Michael Appleby	Additional Inspector
Caroline Pardy	Additional Inspector

Full report

Information about this school

- The school is much larger than the average-sized primary school.
- The majority of pupils are of White British and other White backgrounds. The proportion of pupils from minority ethnic groups is above average.
- An above-average proportion of pupils speak English as an additional language.
- The proportion of disabled pupils and those who have special educational needs supported through school action is above average. The proportion supported through school action plus or with a statement of special educational needs is average.
- The proportion of pupils known to be eligible for free school meals and for whom the school receives additional income, (the pupil premium), is above average.
- The Early Years Foundation Stage comprises a Nursery, which children attend in the morning or afternoon, and two Reception classes.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in English and mathematics by the end of Year 6.
- The school has an indoor, heated swimming pool, which is shared with the local community after school hours.
- The school runs a daily breakfast club during term time, which is managed by the governing body.

What does the school need to do to improve further?

- Improve the quality of teaching to be consistently good or better by ensuring:
 - lesson introductions are not too long so pupils have the maximum time to use and develop their skills
 - work is suitably pitched for the most able pupils so they make the best possible progress
 - the aims of lessons are more closely matched to the range of ability in the class so pupils work at the right level and always know what they are working towards.
- Raise achievement in reading and mathematics by ensuring:
 - pupils in all classes get sufficient practice reading in small groups with the teacher
 - texts are well matched to pupils' ability levels so they read enthusiastically and understand enough of what they read
 - pupils acquire quick mental recall of number facts and develop confidence to use mathematics in a wide range of problem solving tasks.
- Improve leadership and management and speed up the pace of improvement by:
 - making sure middle leaders are fully aware of the quality of teaching and learning in their areas of responsibility
 - building upon existing work to make sure teachers' assessments of how well pupils are doing are accurate.

Inspection judgements

The achievement of pupils requires improvement

- Achievement requires improvement because not enough pupils make good progress from their starting points. By the end of Year 2 and Year 6, standards in English and mathematics are below average. Some of the pupils who left in 2012 did not make enough progress. However, the school's information shows that pupils in Year 6 in 2013 made broadly expected progress. Pupils currently in the school are also making better progress than previously.
- The teaching of reading is not consistently good enough to speed up pupils' progress. Sometimes, books are too hard and so pupils do not sufficiently understand what they read. Pupils say they like reading and choosing library books. Many make steady gains in learning to read but not enough reach their full potential and become keen readers.
- A whole-school approach to developing pupils' quick recall of number facts is lacking. As a result, pupils' progress in mathematics slows because they do not calculate quickly enough. They learn to add, subtract, divide and multiply but there are not enough opportunities for pupils to use their skills in a wide range of problem solving tasks.
- The school's information shows that progress is on an upward trend. Pupils do best of all in writing and more are making good progress than previously. This is due to a whole-school drive to improve. During the inspection, pupils used a range of resources, including what they were learning about the Romans, to write descriptions of places and characters.
- Children in the Nursery and Reception classes make good gains in their personal development. They make a good start in reading, writing and mathematics often from low starting points. Although, by the time they enter Year 1, some have skills that remain lower than expected for their age they are sufficiently prepared for the next stage of their learning.
- Pupils in Year 1 are making marked improvement in learning about letters and sounds. The school's information shows that a much greater proportion reached the expected standard in 2013 than previously. This is due to improved training for staff and teaching groups that are better organised.
- Disabled pupils and those who have special educational needs make equal progress to their classmates. Some make good gains towards their personal goals and respond well to the school's support. Those who find it difficult to behave well improve steadily over time.
- In 2012, pupils eligible for the pupil premium through free school meals did as well as their classmates in writing by the end of Year 6, although they were about a year behind in reading and a term behind in mathematics. In the current Year 6, the school's information shows the gap is closing and these pupils' rates of progress are improving. They are making progress that is as good or better than their peers.
- The number of most able pupils reaching higher levels is increasing, especially in writing, although not all are reaching their full potential because work is not always well matched to their ability. In mathematics, some of these pupils are not all confident in their skills and teachers do not push them sufficiently to try something new.
- Pupils from minority ethnic groups and those who speak English as an additional language do as well as their peers. Those who join the school with little or no English develop their language

skills quickly. The school's commitment to providing equal opportunities for all pupils to learn without discrimination is shown by the consistency of progress made by all groups of pupils.

The quality of teaching requires improvement

- Teaching requires improvement because it is not consistently good enough to make sure all pupils make the best possible progress.
- In some lessons, introductions are too long and so pupils do not have sufficient time to use and develop their skills. Even though their attitudes to learning are good and they keep their attention well, because of lack of time, they do not always finish their work and make good enough progress in their learning.
- The aims for pupils to work towards in lessons are too general and not always clear. They are not precisely matched to the varying ability levels in a class. This means pupils do not tackle the right level of work from the very start of lessons and they are not always sure what they should achieve by the end.
- Much good teaching was seen during the inspection. Staff use a wide range of ways to motivate pupils to write. For example, during the inspection, good teaching engaged pupils in drama before writing about a storm at sea. There are some good examples of class and group reading activities. The teaching of phonics and mathematics is well organised, enabling pupils to work in groups matched to their ability.
- In some classes pupils make good progress in their reading when they work in small groups with the teacher, discussing books and analysing what passages mean. These focussed opportunities to be guided in their reading are not yet taking place sufficiently often in some Key Stage 2 classes.
- Teachers' marking in books has improved since the previous inspection. Teachers praise pupils' efforts and help them to understand how to improve. They point out the next step in learning and give pupils time to think about and respond to their comments. Teachers pick up misconceptions during lessons and quickly put them right.
- Teaching assistants and support staff help pupils of all abilities, including disabled pupils and those who have special educational needs, to understand their learning and succeed, developing language, reading, personal and social skills. Teaching assistants play an important role in maintaining communication with parents who speak little or no English.
- In the Early Years Foundation Stage, staff effectively develop children's language and understanding of the world around them. For example, during the inspection, Nursery children smelt, tasted and described fruit to make 'smoothies' whilst, in the Reception classes, children busily took on the roles of builders, naming tools such as 'screwdriver' and 'hammer'.

The behaviour and safety of pupils are good

- Pupils say they enjoy school, a view supported by parents, one of whom commented, 'They are happy to come to school because they enjoy it.' Pupils talk keenly about swimming and sports activities, singing and taking part in performances. They like to take on responsibility and help younger pupils.

- Pupils' keenness to learn is shown in the way in which they pay attention during lessons. They listen well to their teachers and each other, and want to learn new things. During the inspection, pupils talked avidly about their learning on the Tudors. They remembered historical facts and main characters well and were keen to find out more.
- Behaviour is good and staff have good relationships with pupils. The school's logs show that any incidents of unacceptable behaviour are becoming fewer. Good organisation aids the school's smooth running. Pupils' movement around the site for swimming, assembly and at lunchtimes is seamless.
- Pupils say they feel safe. They understand different forms of bullying and say the school deals with any issues that may arise. They say they learn how to deal with any concerns or unsafe situations during assemblies and special visits. For example, during the inspection, pupils in Year 6 had just returned from a trip to learn about internet safety.
- Pupils are proud of their work and keen to show members of staff and the headteacher. They show tolerance of each other's differences and take an interest in others. They behave extremely well during assemblies that are presented by other pupils or by visiting teachers.
- Attendance is below average but improving. The school's overall figures are affected by long-term holidays taken during term time. Leaders and staff are successfully working with families and helping parents to see the effect of long-term absence on their children's achievement.

The leadership and management

requires improvement

- Leadership and management require improvement because, though achievement has improved and is improving, it is not yet good. In the past year, targets for improvement, were too numerous to be effective in bringing about rapid improvement. This has now changed and targets are focussed, clear and easy to measure.
- Leaders recognised that teachers' analysis of how well pupils do was not always accurate. They are making sure that teachers get advice and training, and work with others to compare their judgements and improve them. However, teachers' assessments do not all yet have the degree of accuracy to check progress is speeding up.
- Recent re-organisation of leadership roles means some staff have had insufficient time to put their new action plans into practice and do not have a clear view of the quality of teaching and learning. In the Early Years Foundation Stage, leaders do have a good view of this quality.
- The headteacher has successfully established systems to check the progress pupils make and involves staff in understanding what pupils should achieve. She leads staff in a common sense of purpose and helps them to improve their work. Performance is checked regularly. Staff training strengthens teaching skills and matches the needs of the school well.
- The local authority knows the school well and provides effective support to help it improve. Frequent visits focus on improving leadership skills and raising achievement. The local authority has alerted the school to concerns over the progress pupils make. It has ensured that previous targets for improvement have become more streamlined. The headteacher appreciates the guidance and support she receives, and links with schools where outstanding practice is evident. Local authority consultants have provided good advice to improve the quality of teaching and analysis of progress data in the Early Years Foundation Stage. The governing body values its links with the local authority representative and essential training provided for governors to

develop their skills, especially in understanding data.

- Leaders make sure that the school offers a range of subjects and experiences that engage pupils. Trips, music and interesting activities promote pupils' spiritual and cultural development well. Good use of visiting teachers and specialists, and of the pupil premium funding, aids pupils' social and emotional development.
- Although it is too early to see the effect of the use of additional sports funding, the school has a strong focus on pupils' physical well-being and health. Regular use of the swimming pool, including for children in the Reception classes, and participation in varied sports activities contribute to healthy lifestyles. The well-run breakfast club offers a nutritious and sociable start to the school day and settles children well in preparation for their early morning learning in class.
- **The governance of the school:**
 - Governors know the school well. They are keen to increase the rate of improvement and utilise long term plans to check the school's work and hold it to account. Governors set challenging targets to improve teaching. They check staff performance regularly and evaluate its effect on pupil outcomes. Governors link good teaching and good achievement and understand how performance relates to teachers' pay. They are familiar with information on pupil progress and the school's performance and ask questions if groups of pupils are not doing well enough. Governors authorise the spending of the pupil premium and understand the effect it has on pupils' well being and academic achievement. They have a range of ways to keep in touch with parents and are keen to develop links further. Governors fulfil their responsibilities and ensure safeguarding arrangements meet requirements.

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

Unique reference number	124649
Local authority	Suffolk
Inspection number	425292

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	380
Appropriate authority	The governing body
Chair	Paul Carter
Headteacher	Lynette Allison
Date of previous school inspection	31 January 2012
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