

St Edmund's Primary School

Heckfield Green, Hoxne, Eye, IP21 5AD

Inspection dates 12–13 February 2014

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Good	2
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.

- Leaders at all levels have brought about steady and sustained improvements in teaching and in pupils' achievement.
- Most of the teaching in the school is good and some of it is outstanding.
- Pupils achieve well. Levels of attainment at Key Stage 2 have risen over the last three years.
- Opportunities for pupils' spiritual, moral, social and cultural development are outstanding.
- Partnerships have helped to secure improvements in teaching and achievement.
- Pupils are courteous and well behaved in lessons, around the school and on the playground. Pupils feel very safe at school.

It is not yet an outstanding school because

- Achievement in mathematics is not as good as it is in English.
- Teachers do not make the best use of their marking to help pupils improve.
- Leaders do not make enough use of information on pupils' achievement to bring about more rapid improvements.

Information about this inspection

- The inspector observed seven lessons, including a reading session and part of a physical education lesson. Four of the lessons were joint observations with the headteacher.
- The inspector looked at pupils' work and listened to pupils read.
- Meetings were held with pupils and school staff, including senior leaders and subject leaders. A meeting took place with a representative from the local authority. A meeting was also held with six members of the governing body including the Chair.
- School documents were also looked at, including safeguarding, information on pupils' achievement and school improvement plans.
- The inspector took account of the views of 30 parents through the Parent View website. The views of staff were considered through the responses to an inspection questionnaire from 10 staff.

Inspection team

Peter Lacey-Hastings, Lead inspector

Additional Inspector

Full report

Information about this school

- St Edmund's Primary School is smaller than the average-sized primary school. Pupils are mainly taught in three mixed-age classes: that is, a Reception, Year 1 and Year 2 class; a Year 3 and Year 4 class and a Year 5 and Year 6 class.
- The school has been in a federation with Mendham Primary School since May 2013. The schools are led by an executive headteacher and are governed by a single governing body.
- Almost all pupils are of White British heritage.
- The proportion of disabled pupils and those who have special educational needs supported through school action is below average. The proportion of pupils supported at school action plus or with a statement of special educational needs is above average.
- The proportion of pupils known to be eligible for the pupil premium is similar to other schools nationally. This is additional funding to support pupils, including those known to be eligible for free school meals and those in local authority care.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.

What does the school need to do to improve further?

- Improve teaching further by ensuring that:
 - all pupils are challenged at the right level, especially the more-able pupils in mathematics
 - written marking helps pupils to improve.
- Improve the effectiveness of leadership by:
 - ensuring leaders at all levels make better use of information on pupils' achievement to plan more accurately for improvements.

Inspection judgements

The achievement of pupils is good

- Current pupils are making good progress across all key stages. In the past attainment has been close to national averages but it is rising.
- Children join the school with skills levels that are broadly in line with those expected for their age. The proportion of children in the Early Years Foundation Stage who reach a good level of development by the time they enter Year 1 is higher than the national average and, for most children, this represents good progress.
- At Key Stage 1 pupils make good progress in mathematics and writing. In reading their progress is even more rapid. Younger pupils in Key Stage 1 make slightly quicker progress than older pupils. The attainment of pupils at Key Stage 1 is slightly higher than national averages for all subjects overall and is above average in writing. Current levels of attainment are higher than those expected for their age.
- Levels of attainment are also rising at Key Stage 2, especially in mathematics and writing. Since the previous inspection, rates of progress at Key Stage 2 have become quicker. This is true across all year groups and for all abilities. Older pupils are making quicker progress in reading than in other subjects. Younger pupils at Key Stage 2 are making quicker progress in mathematics than in English but, overall, progress in mathematics has been slower than in the other subjects.
- Pupils read books that are at the right level of difficulty. They use their knowledge of how letters link with sounds (phonics) to attempt unfamiliar words. Older pupils say they enjoy reading and can say which types of books and authors they like to read.
- Year 6 pupils did not do well in the spelling, grammar and punctuation test in 2013. This was because English grammar was not taught as well as other aspects of reading and writing. The school quickly addressed this shortcoming and current progress in grammar is good throughout the school.
- Disabled pupils and those who have special educational needs make the same good progress as other pupils during their time in the school. Progress was variable for Year 6 leavers in 2013 but there is no evidence of continuing inconsistency now.
- The achievement of pupils known to be eligible for the pupil premium is similar to that of other pupils. In the past their attainment was lower, especially in English. There are too few such pupils in the cohort to make a comparison of their performance without potentially identifying individuals. They make similar progress to other pupils overall.
- Pupils make good progress in their sports skills. They receive coaching from a qualified physical education teacher. They apply their skills well, both in lessons and on the playground.

The quality of teaching is good

- Most of the teaching across the school is good and some of it is outstanding. Pupils' understanding is checked frequently and they are challenged to review their work or to attempt more difficult tasks. For example, in a Key Stage 1 lesson on shapes, pupils were asked to

review each other's work and consider how it could be improved.

- Other adults are used well in lessons and for intervention groups. For example, the whole school is split into groups after morning break to have a short phonics session. Other adults are responsible for groups of pupils and this is helping pupils' reading to improve. All adults use effective questioning and explanation to help pupils improve their learning.
- Teachers have high expectations of how pupils should apply themselves to their work. There are also good relationships between adults and pupils. This helps pupils to be attentive, motivated and engaged. Teachers cope well with the wide age and ability range in the mixed-age classes. Pupils are eager to learn and relish the tasks offered.
- Teachers plan lessons well and use resources that pupils find interesting and that help them learn. Activities in lessons often link to real life and this helps pupils understand how learning is relevant and applicable to them, for example, mathematical problems in two Key Stage 2 lessons. A lesson for Reception children also included opening parcels to help them with their 'winter warmer shop'.
- Although written marking regularly offers pupils clear feedback on how well they have done, it fails to lead to related improvements because it is not followed up sufficiently well.

The behaviour and safety of pupils are good

- The behaviour of pupils is good. This is true in lessons, around the school and in the playground. Pupils respond to requests and guidance by adults. They are courteous and polite to each other and to adults. Pupils show maturity for their age.
- Good relationships exist and there is a positive atmosphere throughout the school. Pupils show care and consideration for each other. They share resources in class and are careful when playing running and chasing games in the playground. Older pupils show maturity when giving younger pupils their time. For example, one pupil said, "We'll play with you for three minutes and then you can play on your own".
- Attendance has been close to the national average for the last three years. It has risen this year.
- The school's work to keep pupils safe and secure is good. Pupils have a good understanding of different form of bullying, including how to keep safe when using technology. Pupils know what racism means and older pupils showed maturity when discussing the issue during the inspection.

The leadership and management are good

- The federation between St Edmund's and Mendham primary schools is well led by the executive headteacher and a single governing body. Partnerships have also been well used to improve teaching and the effectiveness of leadership and management.
- The work of leaders at all levels has brought about sustained improvements since the previous inspection. Leaders know the school well, evaluate its effectiveness accurately and have high expectations of themselves, staff and pupils. Subject leaders and senior leaders are also more effective in how they monitor their areas of responsibility. They undertake lesson observations, look at pupils' work and, where appropriate, analyse information on pupils' achievement.

- The local authority has provided good support, including checks on how well pupils are progressing, support on judging the quality of teaching and advice on the Early Years Foundation Stage. It has also played a key role in helping the two schools to federate. The headteacher has received support from a 'Challenge Partner' and is now a 'Challenge Partner' himself, having made a recognised positive impact on all aspects of the school. The local authority has also helped the school become a 'hub' school for a local school improvement group. Support, advice and training have been given to the governing body.
- The school has been very successful in improving the quality of teaching. This has happened through frequent, regular and rigorous monitoring, including lesson observations, work scrutiny and analysing information on pupils' achievement. Targets are set for teachers in order to improve the quality of teaching. These link to pupils' achievement, the national Teachers' Standards and pay progression. Training opportunities have also been effective in increasing teachers' subject knowledge and skills. When teaching needs to be improved, leaders set up a professional improvement plan that identifies areas for improvement and any training requirements.
- Leaders collect and use information on pupils' achievement to help them evaluate the school and plan improvements. However, leaders at all levels do not always use this information effectively to plan in a way that could bring about more rapid rates of progress for pupils.
- The Early Years Foundation Stage is well led. Leaders make sure that provision and teaching cover all the areas of learning and that learning takes place both indoors and outdoors. This is leading to quicker rates of progress for children in the Reception class.
- Opportunities for pupils' spiritual, moral, social and cultural development are outstanding. Pupils have opportunities to reflect, to learn about different religions and cultures, and to learn musical instruments. For example, in singing, they receive high quality teaching and learn songs from around the world such as from Japan and Nigeria. There is also a link with a community in Kenya. Pupils at St Edmund's have raised funds to buy much-needed equipment and have received pictures showing how the money they raised has been spent.
- Subject leaders ensure that the way subjects are taught engages pupils. For example, some subjects are taught through themes and topics such as 'World War Two', 'Rivers' and 'The Vikings'.
- The school works hard to include all pupils. This includes working closely with outside agencies. Pupils with personal targets make good progress in their personal, social and emotional development.
- Funding is used carefully, such as the new primary sport funding. This is directed at training, the use of a qualified sports teacher, the provision of transport for inter-schools competitions and life-saving classes for pupils. As a result, pupils receive specialist teaching, are active when playing in the playground and have won a bronze medal at a local schools competition.
- All safeguarding requirements are met, including checks on adults working with pupils, risk assessments, first aid training and safer recruitment training.
- **The governance of the school:**
 - The governing body knows the school well and is ambitious for it to improve further. It is involved in the strategic direction of the school through a steering committee which meets each month. School improvement plans are reviewed and adjusted as needed. Members of the governing body evaluate their own effectiveness and undertake training to ensure they are

improving. This has included training on safeguarding, finance, the head teacher's performance management and pupils' achievement. This has helped them to understand the quality of teaching in the school, to understand what is being done to tackle any underperformance and to reward good teachers, and to challenge the school leaders such as on the progress that pupils are making. The governing body further challenges the headteacher by linking performance targets to pupils' achievement, improvements in teaching and to pay progression. It knows how much it receives for the pupil premium, how it is used, and its impact on pupils' progress and attainment.

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	124591
Local authority	Suffolk
Inspection number	430587

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	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	65
Appropriate authority	The governing body
Chair	Phil Golding
Headteacher	Andrew Aalders-Dunthorne
Date of previous school inspection	03 July 2012
Telephone number	01379 668283
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Email address	headteacher@wvpschools.org

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