

Rendlesham Community Primary School

Sycamore Drive, Rendlesham, Woodbridge, IP12 2GF

Inspection dates 2–3 July 2014

Overall effectiveness	Previous inspection:	Good	2
	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.

- The headteacher supported by her senior team provide clear and determined leadership in this good and improving school.
- Together with staff and governors, the headteacher has worked effectively to raise standards and accelerate pupils' progress so that all groups of pupils now achieve well.
- Since the previous inspection standards in Year 2 and Year 6 have been variable. The attainment of current pupils in all year groups is improving rapidly compared with previous years.
- Teaching is good with some that is outstanding. Teachers' planning is consistent across the school so that pupils are engaged in and excited about the tasks they do.
- Typically, behaviour is good and pupils' attitudes make a positive contribution to their learning.
- Pupils feel safe. They are proud of their school and they feel valued and supported.
- Pupils' spiritual, moral, social and cultural development is a strength of the school.
- Governors know the school and its surrounding community well. The challenge they provide accurately identifies those areas still needing improvement.
- Self-evaluation is now accurate and this together with better teaching and improved progress shows that the leaders have shown a secure capacity to improve further.

It is not yet an outstanding school because

- Pupils do not make as much progress in writing as they do in reading and mathematics.
- In some lessons the most able pupils find the work too easy.
- Teachers' written comments do not always lead to improvements in pupils' knowledge and skills.

Information about this inspection

- Inspectors visited 12 lessons, two of which were observed jointly with the headteacher. All teachers present during the inspection were observed, as well as teaching assistants working with groups of pupils or individuals.
- Inspectors made a number of shorter visits to lessons, spoke to pupils during lunchtime and visited play areas at break times.
- Inspectors looked closely at pupils' work in all year groups, listened to pupils read and looked at the quality of displays in the classrooms and around the school. They also looked at information on the school's website.
- Meetings were held with eight governors, the headteacher, the deputy headteacher and teachers with other leadership or management responsibilities. A discussion was held with a representative of the local authority.
- Inspectors spoke formally with two groups of pupils and informally with other pupils in lessons and around the school.
- A variety of the school's documents were examined. These included: the school's development plan; the school's information about pupils' progress and the support given to disabled pupils and those who have special educational needs; evidence about the quality of teaching; and records relating to behaviour, safeguarding and attendance.
- As well as looking at the 51 responses to the online questionnaire (Parent View) inspectors took account of the views expressed by parents as they dropped off their children at the beginning of the day. They also analysed 19 questionnaires returned by staff.
- Sports' day took place during the second day of the inspection.

Inspection team

Christine Mayle, Lead inspector

Additional Inspector

Edwin Powell

Additional Inspector

Full report

Information about this school

- This is an average-sized primary school with a Nursery and two Reception classes.
- The vast majority of pupils attending the school are of White British heritage.
- The proportion of disabled pupils and those who have special educational needs supported through school action is above average. The proportion supported at school action plus or with a statement of special educational needs is average.
- The proportion of pupils supported by the pupil premium is well below average. In this school this additional government funding is for those pupils known to be eligible for free school meals.
- The headteacher was appointed in April 2013.
- There have been a number of other staff appointments since the previous inspection including that of a deputy headteacher. There have also been changes in the membership of the governing body.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- There is an on-site children's centre which is subject to separate arrangements so did not form part of this inspection.

What does the school need to do to improve further?

- Improve teaching from good to outstanding so that all pupils, including the most able, make rapid and sustained progress by making sure that:
 - the good practice in written feedback to pupils on their learning, already identified in some classes, is shared across the school.
 - all pupils are supported to do as well as they can, particularly in writing.

Inspection judgements

The achievement of pupils is good

- In the Nursery children make good, often outstanding progress, from starting points that are typical for their age. Children join the Reception classes from a range of settings with skills and knowledge that vary year-on-year. Typically they are at the level expected for their age except for communication and literacy where they are often lower. They make good progress, preparing them well for their learning in Year 1.
- In lessons observed during the inspection, pupils' achievement across all subjects was always good.
- The progress of pupils who left Year 6 in 2013 was not consistently strong for all subjects, including writing where some students did not show the progress they should have.
- The reasons for this dip have been identified and quickly addressed so that both attainment and progress have improved sharply. Detailed information presented by the school and inspectors' scrutiny of pupils' books, provided firm evidence to show that all groups of students are now making good progress across all year groups.
- The school's recent information based on accurate internal assessments on how well pupils are progressing, shows a much stronger picture on achievement for all year groups. The vast majority of pupils now reach standards at or above those typical for their age.
- Results in the national check on phonics taken at the end of Year 1 in 2013 were below the national average. In 2014 all pupils who retook the test in Year 2 passed.
- Pupils, particularly in Year 5 and 6, are now making accelerated progress, so that the gap between their attainment and the national average, in reading, writing and mathematics is closing rapidly. The progress that pupils are making in writing is not as rapid as in reading and mathematics. Opportunities are missed for pupils to practise their writing skills in all subjects.
- The most able pupils also make good progress and achieve well although some are held back because the work is sometimes too easy.
- Disabled pupils and those who have special educational needs, although small in number, achieve well. They are given the focused support they need to continuously build their literacy and numeracy skills and make good progress in a range of subjects.
- Pupils' reading skills are well developed. They have frequent opportunities to read in class. Early readers understand the link between letters and sounds and pupils of all abilities enjoy reading. Pupils' written work is well presented and spelling and punctuation is increasingly accurate.
- The few pupils who receive support through additional funding make good progress. In 2013 there were no pupils in Year 6 eligible for this support.
- The additional funding for primary school sport is being used to provide training for teachers from a specialist physical education (PE) coordinator and extend the range of sports pupils can take part in, for example swimming in Year 2. As a result teachers are more confident in their own skills to teach PE. Pupils enjoy participating in sport and understand how developing physical skills helps them to lead healthier lives.

The quality of teaching is good

- Teaching is now good with some that is outstanding. Teachers' planning is consistent across the school so that pupils are engaged in and excited about the tasks they do. The pupils' positive attitudes help them to learn well and make good progress.
- Teaching in the Early Years Foundation Stage is good overall; in the Nursery it is outstanding. Home visits, good links with the local children's centre and effective communication with families make sure that children's needs and interests are clearly understood on entry. Tasks set for the children are adapted accordingly.
- Staff provide a stimulating, happy atmosphere that promotes learning, both indoors and outdoors. Children quickly learn to work and play well together, and make good progress. For example the teaching of phonics (letters and the sounds they make) is having a strong impact on children's early reading and love of story-telling.
- The headteacher's effective drive to improve the quality of teaching has brought about rapid and accelerated progress for most pupils. The most able pupils sometimes find the work too easy, which hinders them in reaching the highest levels.
- In an information and communication technology (ICT) lesson pupils developed good observational skills by following the on-line guidance provided by the teacher. Using these skills, they created, using plastic bricks, a programmable model. Pupils worked enthusiastically in pairs, helping each other, and showing very good attitudes to learning. The teacher's skilful and timely interventions made sure that all pupils made good progress.
- Highly skilled teaching assistants and other adults make a significant difference to the learning of those pupils requiring additional support, particularly disabled pupils and those who have special educational needs. This is because they are well briefed in how to support these pupils.
- In many, but not all, classes, teachers' written comments and feedback give clear guidance to pupils about how well they are doing and how they can improve their work. Where this does not happen, some pupils do not know how to improve their work and progress their learning.

The behaviour and safety of pupils are good

- The behaviour of pupils is good. This is a key feature of lessons and makes a significant contribution to their learning. Pupils take a pride in their work and present it carefully.
- Pupils behave well around the school, in assembly, at break and lunchtime. They enjoyed contributing to the positive family atmosphere during the Sports' day activities.
- Pupils are courteous to each other, and adults, and work co-operatively, taking turns and listening to one another when they have discussions. They are rarely inattentive. This is a direct response to the high expectations of the headteacher and her staff.
- Pupils are keen to take on additional responsibilities, such as representing their classmates on the school council and helping to establish the school's 'Rainbow' rules for behaviour and conduct.
- The school's work to keep pupils safe and secure is good. Pupils attend regularly and enjoy coming to school. They say they feel safe and that bullying of any kind, including name-calling is uncommon and dealt with quickly. There is a good understanding of e-safety across the school.

Parents and carers who spoke to the inspectors feel their children are safe and, along with staff and governors, agree behaviour is good.

- Pupils have good attitudes to learning created by the interesting activities that teachers plan. The high-quality relationships, between all staff and pupils, create a calm and productive atmosphere in which everyone is valued and feels they can contribute.

The leadership and management are good

- Since her appointment the headteacher, together with staff and governors have worked effectively together to raise standards and accelerate pupils' progress so that pupils now achieve well.
- The leadership of the headteacher has motivated the staff team to work hard to make improvements that are firmly focused on pupils' learning, successfully improving the quality of teaching and raising pupils' achievement.
- Leaders, including teachers with additional leadership or management responsibilities, make accurate evaluations of what is working well in lessons and of what teachers can do to make teaching even better. Consequently teachers receive clear and consistent messages about what they need to do to improve practice and are supported by well-focused training and coaching. As a result, the quality of teaching has substantially improved and pupils' progress has accelerated in all year groups. The school is well placed to improve even further.
- The introduction of a reliable and robust system for tracking and checking pupils' progress has been a significant factor in increasing teachers' accountability, raising expectations and maximising pupils' achievement. The headteacher and governors make sure that pay increases, for teaching staff, are linked to the quality of teaching and pupils' performance. Staff morale is high.
- Teaching programmes provide a broad and balanced foundation for learning, capture pupils' interest and natural curiosity and contribute well to the pupils' spiritual, moral, social and cultural development. Pupils are understanding of each other's differing needs, and have a keen sense of right and wrong. This is a strength of the school.
- The school makes sure that all groups of pupils have an equal chance of succeeding, and does not tolerate any form of discrimination. Pupils' well-being is at the forefront of the school's work so that pupils' emotional as well as learning needs are met.
- The governing body and school staff make sure that safeguarding procedures are followed rigorously and that all requirements are met.
- The school works well in partnership with the local authority and values the effective support provided through associate adviser visits and specialist consultants' advice.
- **The governance of the school:**
 - There have been significant changes in the composition of the governing body, including a new chair of governors, and the way it carries out its duties since the previous inspection. Governors have enhanced their understanding of data and its uses through appropriate training so that they are able to hold school leaders more closely to account for pupils' achievement. They visit the school regularly, go into lessons, hold discussions with staff and talk to pupils about their work. They check on the school's progress against areas within the

school development. Governors have a good understanding of the school's strengths and weaknesses and the progress it is making, particularly with respect to the quality of teaching and pupils' progress. This means they are able to keep a close eye on the management of staff performance, and its link to pay. Governors check carefully on the use of additional funding from the pupil premium and its impact on raising 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	134882
Local authority	Suffolk
Inspection number	442639

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	237
Appropriate authority	The governing body
Chair	Jean Martin
Headteacher	Debbie Thomas
Date of previous school inspection	20 October 2010
Telephone number	01394 462190
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