

# Stradbroke Church of England Voluntary Controlled Primary School

Queen Street, Stradbroke, Eye, IP21 5HH

## Inspection dates

3–4 July 2014

<b>Overall effectiveness</b>	Previous inspection:	Outstanding	1
	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 settle quickly in the Reception class and make good progress.
- Pupils in Years 3 to 6 make good progress in reading, writing and mathematics.
- From Reception and right through the school, pupils are attentive to staff and keen to learn. When given a choice of tasks, most will choose the more difficult, persevere and take satisfaction from their eventual success.
- Pupils' behaviour is good because they are happy in class, and respectful of one another, staff and their school.
- Pupils say they feel safe in school and know staff will take care of them.
- The relatively high number of pupils who join partway through their schooling settle quickly because staff and pupils make them welcome.
- Pupils enjoy the good teaching of a broad range of subjects and produce particularly high-quality work in dance, art and music.
- Parents say they feel the school responds to their concerns very quickly.
- Governors and school leaders have improved the quality of teaching. As a result, most pupils achieve well.

### It is not yet an outstanding school because

- Standards by the end of Year 2 in reading, writing and mathematics are below the level they should be, particularly for the more-able pupils, because the progress pupils make in Years 1 and 2 is too slow.
- When some teachers ask pupils questions, they do not give pupils enough thinking time before they ask another pupil, or give the answer themselves.
- A pupil's answer often invites further questions, but some teachers rarely ask them.

## Information about this inspection

- The inspector sampled parts of eight lessons. Seven were jointly observed with the executive headteacher.
- The inspector made other visits to classes, looked at pupils' workbooks and listened to pupils reading.
- Discussions were held with pupils, the executive headteacher, the head of school, other staff, parents, governors and a representative of the local authority.
- The inspector took account of the 28 responses to the online questionnaire, Parent View, letters and other parental views. The responses to 11 staff questionnaires were also considered.
- The inspector looked at a number of documents including: the school's own information on pupils' progress; planning and monitoring documentation; the school's view of its own performance; records of how the school uses its funding, especially how the money from the pupil premium is spent; records relating to behaviour and attendance; and documents relating to safeguarding.

## Inspection team

Robert Greatrex, Lead inspector

Additional Inspector

## Full report

### Information about this school

- This school is smaller than the average-sized primary school.
- Pupils are taught in four mixed-age classes. Reception children are taught with Year 1, Year 2 with Year 3, Year 4 with some pupils of Year 5, and the remaining Year 5 pupils with Year 6. These arrangements vary from year-to-year, dependent upon pupil numbers in each year group.
- The vast majority of pupils are White British.
- The proportion of pupils supported by the pupil premium (the extra government funding for pupils looked after by the local authority and those known to be eligible for free school meals) is broadly average.
- The proportion of disabled pupils and those who have special educational needs supported at school action is high. The proportion supported at school action plus or with a statement of special educational needs is above average.
- A relatively high proportion of pupils join the school other than at the start of Reception. In the last year, for example, about a quarter of pupils were new to the school.
- In 2013, the school did not meet the government's floor targets, which set the minimum expectations for pupils' attainment and progress when they leave primary schools.
- The school is in a collaborative trust with All Saints Church of England Voluntary Aided Primary School, Laxfield. At the moment, the schools share an executive headteacher.
- The school runs an 'early bird' club before school.
- An independent pre-school shares the site. It is separately inspected.

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

- Improve the quality of teaching by making sure that:
  - teachers give pupils sufficient time to work out answers to the questions they are given
  - teachers' questions more consistently challenge, extend or clarify pupils' thinking.
- Increase the rate of progress in Years 1 and 2 by ensuring that all pupils, especially the more able, are consistently working at an appropriate level of challenge so that their rate of progress increases.

## Inspection judgements

### The achievement of pupils is good

- Children start in Reception with skills and experiences which, overall, are below those typically seen at that age. Their attitudes to learning are already positive; they listen closely to staff, try to do their best, and are proud of their achievements. They watch and learn from the older pupils in their class. This year, about two-thirds are expected to make a good level of development before they join Year 1.
- In 2014, Year 6 pupils achieved standards that are likely to be above average. All reached the expected level (Level 4) in reading and writing, and the vast majority reached this level in mathematics. The proportion exceeding this was also good, about two-thirds in reading, half in mathematics and a quarter in writing. Nearly every pupil made at least the expected progress from Year 2, and about half made more rapid progress in reading and mathematics, and a third in writing.
- Standards in Year 6 were lower in 2013 for several reasons. First and foremost, the proportion with special educational needs was very high, about two-thirds. Secondly, pupils' accuracy with spelling, punctuation and grammar was particularly low. Through clear leadership and decisive action, what is taught, when and how it is taught, have all been changed. As a result, pupils' levels are much higher this year.
- In 2014, most Year 2 pupils achieved the expected level for their age in reading, writing and mathematics but very few exceeded it. This is largely because some of the tasks given to the more-able pupils in lessons are not hard enough. On other occasions, pupils do not have enough preparation and prior learning to be able to do well in the task.
- In the 2013 Year 1 screening check of phonics (the sounds that letters make), most pupils achieved the expected level. Results in 2014 are likely to be similar.
- Disabled pupils and those who have special educational needs do well because extra help is very carefully matched to each pupil's needs, and regularly checked to see that it leads to improvement.
- There were not enough Year 6 pupils in 2013 eligible for pupil premium funding to comment on their attainment without risk of identifying individuals. Information provided by the school about the progress of these pupils in all year groups shows that, although often starting from a lower level, they make good progress and are catching up steadily in reading, writing and mathematics.
- Additional sports funding is used effectively. Pupils' performance – for example, in dance – is excellent because teaching is outstanding so techniques are honed.
- The relatively high proportion of pupils joining the school during their schooling generally make the same good progress as their classmates. The school quickly checks for any gaps in their learning and provides extra help so they catch up.
- Each pupil's progress is checked very regularly to see it is at a good rate. If pupils are slipping behind, staff analyse what extra support is needed, put it in place and later check it is working.

### The quality of teaching is good

- No time is wasted in lessons because staff and pupils have very positive relationships; pupils want to please staff by completing tasks to their best ability.

- Tasks are well thought out to challenge pupils. During the inspection, Reception children experienced a floating and sinking activity to build their understanding before their teacher extended it by asking them to use what they had learnt to predict whether other objects would float or sink, and to think of a way to record their results. In Year 6, the teacher checked pupils' understanding of Shakespeare through an ambitious task to rewrite famous lines maintaining the theme; for example, that good luck sometimes follows bad. After an excellent discussion, one group wrote, 'In the aftermath of thy thunderstorm, thou shalt always have colours of joy.'
- Pupils respond very positively to the climate of success created by staff who routinely, at the end of every task, state what pupils have achieved and affirm their learning and progress.
- Technology is used effectively. Pupils say they understand better when their teachers illustrate the learning; for example, using the interactive whiteboard. Pupils also enjoy the opportunity to record their work on tablet computers and review it afterwards.
- Teachers make sure that their pupils understand the aim of the lesson, and often involve them in discussing what success will look like, so pupils are clear what to do.
- Teachers use their assessments effectively. For example, recognising some boys in Year 2 were struggling with writing and teamwork, teachers gave them a construction task that inspired them to discuss designs and building, write accounts and imaginative stories, and make short films.
- Recent changes to marking give pupils a clear picture of what they can do to improve their work, the time to make the changes, and the opportunity to give their own views. This is leading to pupils taking greater responsibility for correcting work and building their teacher's suggestions into their future work.
- Pupils finding work hard generally do well because the teaching assistants who work with them are all thoroughly trained so they know how to help them improve at a good rate.
- When some teachers question pupils, they expect an immediate answer and do not give pupils sufficient time to think. In addition, although initial questions are posed and answered, these are not often followed up, when relevant, with supplementary questions which clarify or extend pupils' thinking.

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

- The behaviour of pupils is good. A sense of community is fostered because pupils are very appreciative of one another, and quick to celebrate one another's achievements. They share and play together very harmoniously; for example, at 'early bird' club.
- The vast majority of pupils enthusiastically tackle difficult work. They show resilience and persevere when tasks are hard.
- Pupils say they enjoy learning with pupils from their partner school; for example, the more difficult activities the more-able Year 6 pupils do together. They also like activities, such as the residential visit which they do with pupils from schools in their 'pyramid' (locality) that they will meet again at high school.
- On the few occasions that pupils struggle to manage their own behaviour, staff use their excellent knowledge of each individual to find a way to overcome the difficulty. There have been no exclusions this year.

- The school's work to keep pupils safe and secure is good. Great care is taken to equip pupils with the skills to keep themselves safe; for example, when using the internet.
- Parents say the school is very quick to respond to the very rare concerns raised about bullying, often with a 'phone call by lunchtime explaining how the matter has been resolved.
- The school makes effective use of specialist advice and specific courses, such as play-based therapy, to meet each pupil's individual needs and enable them to focus better on their learning.
- The relatively high number of pupils joining the school other than at the traditional times settle quickly because staff and pupils make them feel very welcome. One mother, for example, told how her worried son beamed with happiness when he received welcome letters from his new teacher and every one of his classmates.
- Provision for pupils' spiritual, moral, social and cultural development is outstanding. The school's values are written into every aspect of school; assembly, learning and everyday life.
- Attendance is above average and pupils are punctual to school. Over time, attendance has improved because pupils receive rewards for full attendance and parents are convinced of the importance of their children attending.

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

- School leaders form a highly effective team with complementary skills. They share a clear understanding of the importance of involving staff, governors and parents in a team built around pupils. They know the school's strengths and areas for development, and have taken steps to improve the latter, although standards at the end of Year 2 remain below the national average.
- Teaching is regularly checked and effective steps are taken to improve the quality. As a result, variations in the recent past have been eradicated.
- Staff form an effective, highly motivated team with strong commitment to the school, particularly to constantly look for ways to further improve teaching and raise standards. Information from subject leaders' regular checks of teaching and learning form the basis of much school improvement.
- Subjects are made interesting so pupils want to learn about them. Pupils enjoy a wide range of high-quality activities that arouse their curiosity. The arts are particularly strong. Pupils learn instruments and perform drama and dance to a high standard, while the quality of their three-dimensional artwork is exceptional.
- Sports funding is used effectively. Coaching enables pupils to learn new techniques and staff new teaching methods. Pupils understand the importance of regular vigorous exercise to keep them healthy.
- Increasingly, staff work with their counterparts from their partner school; for example, to plan subjects with those teaching the same age group.
- The partnership with the 'pyramid' schools is good, particularly to ensure that transition to high school is smooth, because the oldest pupils have many good opportunities to work with their

future classmates. Staff across the different local schools work collaboratively; for example, to improve the effectiveness of marking.

- The relationship with parents is very strong. Parents say they are listened to and fully involved in the life of the school.
- The local authority rightly sees Stradbroke as a successful school led by effective leaders. As a result, the school receives limited guidance but which is appropriate for their needs.

■ **The governance of the school:**

- Governors look at the wider picture and make decisions in the best long-term interests of pupils and the school, such as the partnership with All Saints. Training is given high priority; for example, so governors understand how to interpret data to inform their decision making. Within the governing body, governors are placed in positions to utilise their strengths. Regular visits are used to give governors first-hand information about how the school is performing. They question the school closely, whether about pupils' progress or how additional funds, such as the pupil premium, are utilised. Governors make sure that staff pay is linked to performance, and are clear how underperformance would be tackled. They have a good understanding of the quality of teaching and the part played by performance management. Finances are managed carefully. Governors see that all statutory requirements are met, including those for safeguarding pupils.

## 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>	124742
<b>Local authority</b>	Suffolk
<b>Inspection number</b>	441184

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

<b>Type of school</b>	Primary
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	98
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	James Hargrave
<b>Headteacher</b>	Melanie Barrow (Executive Headteacher)
<b>Date of previous school inspection</b>	17 March 2011
<b>Telephone number</b>	01379 384415
<b>Fax number</b>	01379 384415
<b>Email address</b>	admin@stradbrokevc.suffolk.sch.uk

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