

Rattlesden Church of England Voluntary Controlled School

Rattlesden, Bury St Edmunds, IP30 0SE

Inspection dates 3–4 December 2014

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
Leadership and management		Good	2
Behaviour and safety of pupils		Outstanding	1
Quality of teaching		Good	2
Achievement of pupils		Good	2
Early years provision		Good	2

Summary of key findings for parents and pupils

This is a good school.

- School leaders and governors have ensured that the quality of education has remained good as the school moves from a first school to a primary school by training staff well and providing a wide range of resources to support learning effectively.
- Pupils achieve well and make good progress as they move through the school. From broadly average starting points, they reach and are working at above-average levels in Key Stage 2.
- Teaching is consistently good. Leaders' systems to check the quality of teaching are robust and carefully targeted training is provided for all staff.
- Support staff, who work with pupils in need of extra help, make a strong contribution to pupils' successful learning.
- The Early Years Foundation Stage is well organised and welcoming. Children in Reception make a good start to their school life.
- Behaviour is outstanding. Pupils are extremely happy in school and feel exceptionally safe. The curriculum supports pupils' spiritual, moral, social, and cultural understanding very well.
- Leaders have an accurate understanding of the strengths of the school and areas for further development.
- Staff and governors regularly review and improve aspects of the school's work. This has helped the school to ensure consistently good teaching and the closing of any gap in attainment between different groups of pupils.

It is not yet an outstanding school because

- Teachers' feedback and marking does not always show pupils how to improve their work and teachers do not consistently check that pupils respond to the advice given.
- Progress in mathematics is not as good as it is in reading and writing.

Information about this inspection

- The inspector observed learning and looked at pupils' work, including some from the previous academic year. He observed eight lessons. The inspector also discussed the school's evaluation of the quality of teaching and visited an assembly.
- The inspector held meetings with pupils and listened to pupils read. Pupils' behaviour was observed in lessons and at playtime.
- The inspector looked at documentation such as policies, including those relating to safeguarding, behaviour, and the school's development planning.
- The inspector held meetings with the headteacher, senior and subject leaders to discuss the progress that groups of pupils make throughout the school. He analysed the school's information on attainment and progress.
- The inspector met with the Chair and three other members of the Governing Body. He also spoke, by telephone, with a local authority representative.
- The inspector considered parents' views of the school through informal discussions before and after school and also considered the 21 responses to the Parent View online questionnaire. In addition, the inspector took into account the views of the 17 staff who completed the staff questionnaire.

Inspection team

Richard Blackmore, Lead inspector

Additional Inspector

Full report

Information about this school

- This school is smaller than the average-sized primary school.
- The school has moved from a first school (for pupils aged 4-9) to a primary school. This academic year is the first time there have been pupils in Year 6.
- The Early Years Foundation Stage consists of a mixed Reception and Year 1 class. Those in the Reception Year attend full time.
- All of the pupils are White British.
- Around one in six of the pupils is identified as disabled or with special educational needs. This is an average proportion.
- About a tenth of pupils at the school are eligible for pupil premium funding. This is below average. The pupil premium is additional funding for those pupils who are known to be eligible for free school meals and children who are looked after by the local authority.

What does the school need to do to improve further?

- Ensure that pupils are given clear marking and feedback that shows them what to do to improve their work and check that pupils act on the advice they are given.
- Improve progress in mathematics by making sure that pupils have the opportunity to use and apply their mathematical skills in a wider range of real-life mathematical problems.

Inspection judgements

The leadership and management are good

- Leaders and the governing body have successfully steered Rattlesden through its transition to an all-through primary school. School self-evaluation is accurate and the headteacher's action plans specifically identify the key priorities that need improving. These plans are checked and evaluated regularly to ensure that improvements are being sustained and that support for teachers is effective.
- Subject and other leaders check the quality of teaching regularly, taking into account what they observe in lessons, the work that pupils produce in their books and how well pupils progress over time. All teachers are set challenging targets that are linked to how well pupils achieve in their classes. When making decisions about teachers' pay progression, leaders take account of performance management information and data on pupils' achievement.
- The effective commitment towards equal opportunities for all pupils is demonstrated in the good progress made by all groups and the ways in which the school works with others and uses extra funding to make sure that no group is disadvantaged. The learning for different groups is well planned and takes account of their different starting points, abilities and individual learning needs.
- Arrangements for appraising the performance of teachers are clear and robust. Teachers' targets are linked to the school's improvement priorities and to their professional development. Leaders provide effective training and support to increase teachers' skills. Successful action has been taken to tackle any teaching that is not good.
- Arrangements for safeguarding meet requirements.
- The curriculum motivates and interests pupils. Regular visits to places of interest and the way subjects are grouped using a common theme help pupils to make connections between subjects and develop creative writing and thinking skills. It also helps to ensure pupils' spiritual, moral, social and cultural development is outstanding because pupils are given many given excellent opportunities to make choices of their own, learn about right and wrong and the need for fair rules. While developing pupils' knowledge and understanding of British values and traditions, teachers promote a high level of tolerance and respect for people of other cultures and faiths.
- The primary sports funding has been used to extend the opportunities for all pupils to be involved in high-quality sports activities and to provide staff training. It has been effective in promoting pupils' physical development and developing healthy lifestyles. It has also increased teachers' skills and confidence. Pupils participate well in local tournaments and have been particularly successful in football, netball and cricket.
- The local authority provides effective support. This, alongside the school's own systems for checking the quality of education, has helped leaders to make informed and accurate decisions about future improvements.
- Those parents who spoke to the inspector greatly appreciate the work of the school and the care and support given to their children. Parents are welcomed into the school as partners to work with their children.
- The school makes effective use of pupil premium funding to support disadvantaged pupils. This not only provides eligible pupils with additional support in the classroom, but also enables them to take part in out-of-school activities and attend visits to enrich their learning.
- **The governance of the school:**
 - Governors have a wide range of skills, including a good knowledge of pupil achievement data, which they use effectively to support and strengthen the school's work. Governors make a strong contribution to the quality of education the school provides. For example, from their analysis of achievement information, they ensure that the progress pupils make is at least good and they challenge school leaders if pupils' progress slows. They make regular visits to the school, which they know well. As a

result, they have a clear awareness of the quality of teaching. Governors keep a close eye on finances; they know how the pupil premium is spent and what difference this is making to disadvantaged pupils. Governors participate fully in checks on the school's performance, including in comparison with other schools and national data. They speak knowledgeably and accurately about pupils' progress and on the use of performance management systems to reward effective teachers and tackle underperformance.

The behaviour and safety of pupils are outstanding

Behaviour

- The behaviour of pupils is outstanding. Pupils typically behave exceptionally well, both in lessons and around the school. They take turns without prompting and show respect for staff and visitors. Pupils have exemplary attitudes to their learning and are keen to try very hard.
- Pupils have an impeccable attitude towards their learning and when taking responsibility for duties within the school. School councillors represent their year group with a great sense of fairness, pride and commitment. They extend this beyond the school with imaginative ways to raise money for a wide range of charities, including the Poppy Appeal.
- The school has high expectations of behaviour and these are well established. Pupils follow the school's rules and these expectations. Any infrequent incidents of inattention are managed very effectively by teachers and support staff. This ensures that pupils concentrate for long periods of time during lessons.
- Leaders check pupils' attendance rigorously and any concerns are followed up promptly. As a result, attendance has improved to above-average levels. Pupils greatly enjoy school. One pupil reflecting the views of many said, 'I like school because the work is not too easy, not too hard and teachers make it fun.'

Safety

- The school's work to keep pupils safe and secure is outstanding. Pupils feel very safe at school because they trust the adults working with them to help them deal with any problems. Nearly all parents who expressed their views agree.
- Pupils know how to keep themselves safe, including when using the internet and in relation to road and water safety. They say that they feel very safe in school.
- Incidents of bullying are extremely rare. Pupils know exactly what bullying is and the different forms it can take. They know what to do if they feel they are being bullied. Adults listen to what pupils have to say and pupils know that concerns are taken very seriously because they are valued individually.

The quality of teaching is good

- Teachers work together in an effective small team to ensure that all pupils are set challenging work. They routinely assess the effectiveness of their teaching to promote good standards of achievement. The very positive relationships with pupils help to foster their excellent attitudes to learning.
- Leaders have developed staff well by providing training that deepens their knowledge across different subjects. As a result, teachers' subject knowledge is good. This helps teachers to focus on and successfully address any gaps in pupils' understanding. Work in books from the previous year and the school's own information show that this effective teaching is ensuring good progress rates that are quickening further.
- Teaching assistants work effectively to support all groups of pupils, including disabled pupils, those who have special educational needs and those who are disadvantaged, to make sure that they understand what they are learning and the skills they are trying to improve. They provide additional help where this is needed. As a result, these pupils make good progress and achieve well.

- Adults question pupils well about their learning and use pupils' answers to check on their progress in lessons. For example, pupils' progress was excellent in a literacy lesson when the teacher expertly probed pupils' understanding of the difference between a simile and a metaphor.
- There is a good focus on the development of pupils' literacy skills. Pupils learn well the basic rules of grammar, punctuation and spelling. There are ample opportunities for pupils to use these skills in their writing for different purposes, such as writing poetry or expressing different points of view.
- In the teaching of mathematics, pupils acquire essential knowledge and skills and often have practical work that sharpens their understanding. However, they are not provided with enough tasks that make them apply their calculation skills in problems and this slows the progress that pupils make in mathematics.
- The teaching of science is a strength of the school, and one that results in good levels of scientific understanding by pupils. For example, work in pupils' books shows that the science curriculum is covered in depth, with plenty of opportunities for the most-able learners to move beyond age-related expectations.
- Pupils' reading is improving because staffs ensure that pupils read widely and often, and they teach phonics (letters and sounds) well. Staffs also make sure that parents are shown how to help their children read at home.
- Marking is regular and praises pupils' efforts. However, it does not always give pupils sufficient information about what they need to do to improve their work. In addition, teachers do not always check that pupils act on the advice they are given through marking.

The achievement of pupils

is good

- Pupils start at the school with skills and knowledge typical for their age. Pupils make good progress so that a very large proportion of pupils reach above-average standards. Current work in pupils' books, as well as school and local authority analysis of assessments, show that standards at the end of Year 5 in 2014 were above those expected for pupils' age. Work samples indicate that these above-average standards in writing and mathematics are on track to be sustained.
- Progress in reading is good because the teaching of phonics is thorough and builds well on what pupils already know and can do. Pupils who spoke with the inspector said that they enjoy reading and often read at school and home. Results in the 2014 Year 1 phonics screening check were below average but this is not typical and assessment information and the skills demonstrated by pupils when reading aloud show that reading is taught well. Observations of phonics lessons also show that many pupils have the technical skills to work out unfamiliar words. The school has also done much work in the past year to improve pupils' comprehension skills.
- Disabled pupils and those who have special educational needs make good progress because of the support they receive, both within and outside lessons. These teaching sessions are provided for individuals and small groups and help them to keep up with their classmates.
- Overall evidence shows that, throughout the school, disadvantaged pupils achieve at least as well as their peers. In 2014, the number of disadvantaged pupils in Year 2 was too small to comment on their attainment without risk of identifying individual pupils. Evidence seen during the inspection shows that disadvantaged pupils attain at least in line with their peers in English and mathematics.
- The most-able pupils in the school make good progress because teachers and teaching assistants have high expectations. Adults use questions well at the beginning and during lessons to explore how much this group of pupils know and understand, and to continually challenge them to maintain fast progress.

The early years provision is good

- Good teaching enables children to make quick progress in the Reception class. The children achieve well and most reach the early learning goals that show that they have typical skills for their age. They make good progress because staff have high expectations and they establish orderly consistent routines. Staff use their observations of what children can do to plan exciting and highly creative activities to move them forward in each area of learning.
- Teaching meets children’s individual learning needs well and makes good use of the stimulating outside environment as well as indoors. Children of all abilities happily participate in activities because they feel valued and secure.
- Children behave well in the Early Years Foundation Stage because activities are interesting and fun, and because they are kept engaged in their learning. Classroom and outdoor areas are well organised and tidy, so that children can play happily and learn well.
- Adults work closely with children and provide good support during activities. Staff are particularly effective in promoting children’s speaking and listening skills as they model good use of language and question them about what they are doing.
- The early years is well led and managed. Leaders ensure that children work and play in a secure, safe and purposeful environment where each child is known well. There are good systems for tracking children’s progress, and any underachievement is quickly and successfully addressed.

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	124711
Local authority	Suffolk
Inspection number	448578

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	116
Appropriate authority	The governing body
Chair	Ben Davies
Headteacher	Bridget Burke
Date of previous school inspection	24 March 2010
Telephone number	01449 736335
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