

Peasehall Primary School

Hackney Road, Peasehall, Saxmundham, IP17 2HS

Inspection dates

29–30 April 2015

Overall effectiveness	Previous inspection:	Outstanding	1
	This inspection:	Inadequate	4
Leadership and management		Inadequate	4
Behaviour and safety of pupils		Requires improvement	3
Quality of teaching		Inadequate	4
Achievement of pupils		Inadequate	4
Early years provision		Requires improvement	3

Summary of key findings for parents and pupils

This is a school that requires special measures.

- School leaders do not have effective systems for checking on the quality of teaching and pupils' achievement. As a result, serious weaknesses in the quality of teaching have not been addressed quickly enough and pupils are not achieving as well as they should.
- As a result of ineffective teaching over time, achievement in reading, writing and mathematics is inadequate. By the time they leave the school, too many pupils are not well-prepared for the next stage of their education.
- The quality and breadth of the school's curriculum is inadequate. The quality of written work in subjects such as science and history is of poor quality and teaching does not help pupils to acquire the necessary knowledge, understanding or skills.
- In Key Stage 2, teachers do not regularly assess pupils' work or provide feedback to pupils about how to improve.
- Children in the early years do not progress as quickly as they should. Too few reach a good level of development by the time they start in Key Stage 1.
- Not enough is expected of the most-able pupils and, as a result, they are not making enough progress.
- The teaching of phonics (the sounds that letters represent) is ineffective. Work is not well-planned and teaching assistants are not provided with enough training or guidance about how to support learning.
- Pupils' behaviour requires improvement. Pupils do not take enough pride in their work. Attitudes to learning are not good. Frequently pupils produce work that is untidy and of a standard well below that of which they are capable.
- Governors have not been successful in holding the headteacher to account for the standards being achieved at the school as they have not had access to accurate information about the school's work.

The school has the following strengths

- The promotion of the pupils' social, moral, spiritual and cultural awareness is good.
- The school's arrangements to ensure that pupils are kept safe are good.

Information about this inspection

- The inspector observed pupils' learning in six lessons. One observation was conducted jointly with the executive headteacher. The inspector also looked at the work in pupils' books.
- The inspector spoke to a number of parents at the start of the school day and considered two letters that he received. The inspector was unable to take account of the online questionnaire, Parent View, as there were not enough responses.
- The inspector held meetings with the executive headteacher, members of staff, pupils and representatives from the governing body and the local authority.
- The inspector met with a group of pupils from Key Stage 2 to talk about behaviour and reading. He also talked informally to other pupils during lessons and at lunchtime.
- The inspector listened to pupils reading, attended an assembly and scrutinised a wide range of documents. These included information on pupils' academic performance, checks on the quality of teaching, the school's improvement planning, attendance figures and documents relating to safeguarding and child protection.

Inspection team

Paul Tomkow, Lead inspector

Her Majesty's Inspector

Full report

In accordance with the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires special measures because it is failing to give its pupils an acceptable standard of education and the persons responsible for leading, managing or governing the school are not demonstrating the capacity to secure the necessary improvement in the school.

Information about this school

- Peasehall is much smaller than the average-sized primary school and in some year groups there are as few as two pupils.
- The school has a Key Stage 1 class, which includes children in the Early Years Foundation Stage, and a Key Stage 2 class. Children attend the Reception class full time.
- The school became part of a federation with three other local schools on 1 April 2015: Yoxford Primary School, Middleton Primary School and Bramfield Primary School. The federation shares an executive headteacher (referred to as the headteacher in this report) and governing body.
- Almost all pupils are White British and there are no pupils who speak English as an additional language.
- The proportion of disabled pupils and those who have special educational needs is above average.
- A higher than average proportion of pupils join or leave the school at different times during the school year.
- The proportion of pupils known to be eligible for the pupil premium is above average. The pupil premium is additional funding for pupils looked after by the local authority and those known to be eligible for free school meals.
- The school's most recent test results cannot be judged against the government floor standards, because there were not enough pupils in Year 6 to make such comparisons statistically valid.

What does the school need to do to improve further?

- Improve leadership and management by:
 - making sure that regular, effective checks are made on the quality of teaching and pupils' achievement
 - providing appropriate training and support for all members of staff, including teaching assistants
 - ensuring that pupils are taught a broad and balanced curriculum
 - providing governors with accurate and comprehensive information about the school's performance and effectiveness.
- Improve teaching and achievement by:
 - ensuring that all pupils, particularly the most able, are provided with challenging work
 - making sure that teachers use assessment information to plan work that meets pupils' needs
 - ensuring that phonics is taught effectively
 - ensuring that teachers regularly provide good feedback to pupils to help them to improve their work
 - improving the quality of pupils' writing, both in English and in other subjects
 - ensuring that teachers demonstrate high expectations about how pupils should present their work
 - giving pupils more opportunities to use and apply their mathematical skills and knowledge to solve problems.

An external review of governance should be undertaken in order to assess how this aspect of leadership and management may be improved.

Inspection judgements

The leadership and management

are inadequate

- School leaders, including governors, do not keep a close enough check on the quality of teaching and pupils' achievement. As a result they have not intervened early enough to tackle weaknesses in teaching to improve pupil achievement. School leaders have failed to identify who has responsibility for leading key areas of the school's work, such as mathematics and English.
- The quality of the curriculum is inadequate. Work in subjects such as history, geography and science is not planned in a sequential, systematic way. Consequently pupils do not gain enough knowledge and understanding in these subjects.
- The promotion of equality of opportunity is inadequate because too many pupils are under-achieving and are not well-prepared for the next stage of their education when they leave Year 6. This is because school leaders have not tackled weaknesses in the quality of teaching and the curriculum effectively.
- School leaders have not provided appropriate training or support for teachers and other adults who work with pupils on a regular basis. As a result some adults do not have the knowledge and skills required to support learning effectively, for example when teaching phonics to younger children.
- School leaders have ensured that poor behaviour and bullying are not tolerated at the school. Pupils conduct themselves well at play times and when moving around the school. Pupils also enjoy many exciting opportunities to learn outdoors through the Forest Schools initiative.
- School leaders have established good links with the local community. The parents spoken to during this inspection were extremely supportive of the school and the nurturing approach that underpins the work of teachers and other adults.
- Older pupils spoken to during this inspection showed a good understanding of British values. They understand the principles of democracy. They talked about how the school teaches tolerance and respect for other religions and cultures. Displays around the school, and the good relationships that have been fostered between adults and pupils, indicate that the promotion of social, moral, spiritual and cultural development is a strength of the school and that pupils are prepared well for life in modern Britain.
- The school has invested its pupil premium money effectively to support disadvantaged pupils. School leaders have used funding to provide enrichment activities and increase staffing. Across the school disadvantaged pupils make progress at a similar rate to their peers and for some rates of progress and attainment are higher. There are too few disadvantaged pupils in the school to make any comparison between their attainment and progress and that of other pupils nationally, without identifying the pupils.
- The school uses the additional funding it receives to support physical education effectively. Schools in the federation pool their funding to provide specialist teachers for gymnastics and swimming. They have also purchased additional equipment and provided transport for pupils to access resources at other schools.
- The local authority has provided extensive support for the school, following concerns that it had about levels of pupils' achievement. This support has not resulted in the required improvements to teaching or pupils' achievement.
- **The governance of the school:**
 - Governors have not been successful in holding the headteacher to account for the quality of teaching or the standards being achieved at the school. This is because they have not had access to key pieces of information about the school's work. For example, at the time of the inspection they were not aware of the headteacher's judgements about the quality of teaching or pupils' achievement.
 - Governors have not been fully aware of the low standards of achievement at the school. The governing body has been too reliant on information provided by senior leaders, which in many cases has lacked clarity and detail, and hasn't helped governors to understand the school's strengths and weaknesses.

- Governors have not ensured that the responsibility for leading key subject areas, such as English and mathematics, has been devolved appropriately to staff.
- Governors know about the school's appraisal system and monitor the targets that they set for performance of senior leaders. However, their understanding of the quality of teaching is limited by the weaknesses in the school's system for checking and evaluating the work of teachers.
- Governors ensure the school meets all safeguarding and child protection requirements well.

The behaviour and safety of pupils**requires improvement****Behaviour**

- The behaviour of pupils requires improvement.
- Pupils behave well during playtimes and when moving round school. However, during lessons many pupils' do not work hard enough or take pride in their work. As a result the quality and quantity of work that they produce is not as good as it should be and they do not make as much progress as they could.
- Pupils are polite, courteous and listen to adults and each other well. The school fosters good relationships between adults and pupils. Children and parents say that the school is a very caring place.
- Pupils enjoy taking responsibility for roles, such as helping out at lunchtimes and representing their friends at school council meetings. They also enjoy working with pupils from other schools in the federation, which happens regularly through the forest schools programme and physical education lessons.
- The school is working hard to improve attendance. Although there has been some reduction in pupil absence this year, attendance rates remain below the national average.

Safety

- The school's work to keep pupils safe and secure is good
- Pupils say that they enjoy school, feel safe and secure, and know who to turn to if they have a problem.
- Pupils know about different types of bullying, including cyber-bullying, as a result of the school's anti-bullying work. They say that bullying does happen occasionally but that problems of this kind are not tolerated at the school and adults quickly sort things out.

The quality of teaching**is inadequate**

- As a result of weak teaching over time, pupils' achievement in reading, writing and mathematics is inadequate. By the time they leave the school, too many pupils are not well-prepared for the next stage of their education.
- Teachers do not identify the gaps in pupil's learning and so fail to plan activities which help them to learn effectively. This significantly reduces the rates of progress that pupils make as they move through the school. In Key Stage 2, teachers often fail to mark work or help pupils to understand what they need to do to improve.
- The teaching of phonics is ineffective and too few pupils pass the phonics check at the end of Year 1. Teaching is not well planned and too many pupils fail to develop an understanding of the sounds that letters make quickly enough. Teaching assistants have not been well-trained to support the teaching of phonics. Consequently they are not able to support pupils' learning in this area effectively.
- Teachers do not have high enough expectations of what older pupils can achieve or how well they can present their work. In Key Stage 2, teachers rarely check how well pupils have understood what they are learning, and incomplete or poorly presented work is rarely commented upon.

- Pupils do not make the progress they are capable of because they are often set work that does not challenge them or deepen their understanding. This is particularly true for the most-able pupils. In a mathematics lesson seen during this inspection, a pupil was able to solve a complex problem but then spent time playing with counters and paper plates instead of moving on to more challenging tasks.
- Across Key Stage 2 pupils are not given enough opportunities to develop their writing or reading skills.
- Teaching assistants provide good support for disabled pupils and those who have special educational needs. This is often in small groups, or on a one-to-one basis, where the activities are carefully planned and help these pupils to learn effectively. However, when supporting whole class teaching, teaching assistants do not always make a strong enough contribution to raising standards. This is because they are often not provided with clear guidance about their role.
- The teaching of subjects such science and history in Key Stage 2, is ineffective. Work is rarely marked and too much of the curriculum is repeated in different year groups. The quality of work in these subjects is extremely poor and pupils make little progress in their knowledge and understanding.

The achievement of pupils

is inadequate

- From starting points that are below those typically found, pupils do not make enough progress across the school. Too few pupils achieve or exceed the expected levels in reading, writing and mathematics by the end of Key Stage 2. As a result, by the time they leave the school, too many pupils are not well prepared for the next stage of their education.
- Pupils do not achieve well in reading. Over the past two years only one third of the pupils passed the Year 1 phonics check. This is significantly below the national average and means that many older pupils have gaps in their knowledge which impact on the progress they make in reading. Although some pupils develop good reading skills, by reading regularly at home and at school, standards at the end of Key Stage 2 are well below where they should be in this key area.
- Over the past two years pupils leaving Year 6 have been, on average, one year behind in their writing development. Pupils in the early years and Key Stage 1 make a good start in developing their writing skills. They write regularly and receive good support and advice from the adults who teach them. However, pupils make slow progress across Key Stage 2. The quality of work in pupils' books showed little sign of improvement over the course of this school year. Pupils do not have enough opportunities to write for different purposes. Their written work is poorly presented and teachers rarely provide feedback on what pupils are doing well or what they need to do to improve. Teachers rarely correct errors in grammar, punctuation and spelling. As a result pupils continue to make the same mistakes.
- Achievement in mathematics is inadequate. Teachers do not provide pupils with enough activities that challenge them to think hard or apply their mathematical knowledge and understanding to solve problems.
- Weaknesses in the quality of teaching mean that the most-able pupils are not provided with sufficient challenge. As a result, they do not achieve well and too few reach the higher levels of attainment in reading, writing or mathematics.
- Disabled pupils, and those who have special educational needs, are well cared for. The additional support that they receive ensures that they make progress at a similar rate to their peers. However, weaknesses in the quality of teaching, particularly at Key Stage 2, mean that they do not achieve well overall.
- Pupils who join the school partway through their primary education are helped to settle in quickly and learn at a similar rate to others already in the school.
- There are too few disadvantaged pupils in each year group to make a reliable comparison of their

attainment and progress with other pupils nationally or within the school.

The early years provision

requires improvement

- Most children make expected progress during their time in the early years. However, few make rapid progress and reach a good level of development. This means that, by the end of the Reception year, not enough children are well-prepared for the next stage of their education.
- Adults make regular assessments of children's progress. However, sometimes the assessments do not focus on what children have learned. As a result children often work on activities that do not provide enough challenge and teaching in key areas such as reading, writing and mathematics is not as effective as it could be.
- Leaders have put good arrangements in place to ensure that children make a successful start at the school. Adults provide a good level of care, guidance and support. This ensures that children feel safe and secure and are ready to learn. Children settle in well and quickly make gains in developing their confidence and positive attitudes to learning.
- Good links are quickly established between home and school. Parents who spoke with the inspector said they appreciated how their children had been helped to settle in. They are kept informed about their children's progress and encouraged to support their children's learning at home.
- Adults have established effective routines which mean that children begin the school day confidently and happily. Children play together well and enjoy each other's company. They have regular access to a well-resourced outdoor area which provides opportunities for teaching in all areas of learning.

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	124603
Local authority	Suffolk
Inspection number	461556

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.

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	27
Appropriate authority	The governing body
Chair	Nancy Main
Headteacher	Cathryn Benefer
Date of previous school inspection	28 September 2011
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