

# Capel St Mary Church of England Voluntary Controlled Primary School

The Street, Capel St Mary, Ipswich, IP9 2EG

**Inspection dates** 9–10 July 2015

<b>Overall effectiveness</b>	Previous inspection:	Requires improvement	3
	This inspection:	<b>Good</b>	<b>2</b>
Leadership and management		Good	2
Behaviour and safety of pupils		Good	2
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.

- Achievement has improved since the last inspection. Pupils across the school now make good progress in reading, writing and mathematics. Standards are rising.
- The teaching of phonics (the linking of sounds and letters) is effective.
- Good provision for early years children has been sustained. Reception children make good progress because activities engage them well.
- Pupils show good attitudes to learning, feel safe and behave well.
- Disadvantaged pupils achieve well. As a result, the gaps between their attainment and that of their peers, both in school and nationally, are closing.
- Pupils who are disabled or who have special educational needs are supported well.
- Senior leadership is effective. Leaders have been successful in improving the quality of education. The monitoring and improvement of teaching have had a positive impact.
- Governors are well informed about the quality of teaching and make a good contribution to driving improvement.

### It is not yet an outstanding school because

- Subject leaders are not yet held sufficiently to account for pupils' achievement, or the standards they reach.
- Not enough attention is given to the quality and presentation of pupils' written work. This is often untidy.
- Too few pupils have legible, joined handwriting. This affects the pace at which they can work.
- Teachers' marking does not always set high enough expectations or require pupils to improve the quality of their work with sufficient urgency.

## Information about this inspection

- Inspectors observed learning in 17 lessons, four of which were seen jointly with the headteacher.
- Inspectors looked closely at pupils’ written work for the current school year. They listened to some pupils read.
- Meetings were held with a group of pupils, four governors, a representative from the local authority and the school’s senior and subject leaders.
- Inspectors took account of the 13 responses to the staff questionnaire and the 89 responses to the online questionnaire for parents, Parent View. Three letters were received from parents.
- Inspectors observed the school’s work and looked at a range of its documents, including plans for improvement and records of checks on the quality of teaching. They also considered records of meetings of the governing body and those relating to behaviour, attendance, safeguarding and the systems used to check pupils’ progress.

## Inspection team

George Logan, Lead inspector	Additional Inspector
Robert Bone	Additional Inspector
Vivien Corrie-Wing	Additional Inspector

## Full report

### Information about this school

- The school is an average sized primary school.
- Almost all pupils are White British.
- The proportion of disabled pupils and those who have special educational needs is below average.
- The proportion of pupils supported through the pupil premium is well below the national average. The pupil premium is additional government funding for pupils who are known to be eligible for free school meals or who are in the care of the local authority.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in reading, writing and mathematics by the end of Year 6.
- In the early years, Nursery children attend either a morning or an afternoon session each day, while Reception children all attend full time. Nursery children form part of the smaller of the two Reception classes, although there is a dedicated member of staff with responsibility for this group.
- With the exception of one Reception class, all pupils are taught in classes which include pupils from two year groups.
- Two assistant headteachers were appointed in September 2014, as part of a restructuring of the senior leadership.
- There is a private pre-school adjacent to the main school building. This is managed and inspected separately.

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

- Further develop the role of subject leader to ensure that these staff have a higher level of accountability for pupils' achievement and the standards they reach.
- Devise and implement a handwriting policy which ensures that pupils acquire a fluent and legible style of writing, so ensuring that they are prepared better for the demands of their future education.
- Ensure that the standard of presentation of pupils' written work, particularly in Years 3 and 4, is improved.
- Ensure that teachers' marking has greater and more rapid impact on the overall quality and presentation of pupils' work.

## Inspection judgements

### The leadership and management are good

- Since taking up her post immediately prior to the last inspection, the headteacher has shown determination in tackling a legacy of underperformance. Much higher expectations and more effective teaching have contributed to rising trends in pupils' achievement across the school. The school has identified those areas where further work has been needed to tackle more stubborn underperformance and these too have begun to show improvement. When any weaknesses emerge, they are promptly addressed.
- Other senior leaders share the headteacher's vision and are well-placed to drive further improvement. There are significant strengths in the leadership of the early years foundation stage. Subject leaders have an increasingly accurate overview of the strengths of their subjects. However, they have not, in the past, been held sufficiently accountable for pupils' achievement and standards. Senior leaders recognise this as an area for development, to provide still greater capacity within the leadership structure.
- Senior leaders communicate positive attitudes and strong values. They successfully promote a culture where pupils achieve increasingly well and where their behaviour and safety are good. They have high expectations of all staff and this has contributed well to recent improvements. The leadership and monitoring of teaching are effective. Staff are well supported to develop their teaching skills. Procedures for setting targets to improve teachers' practice are used well.
- The curriculum is good. Senior leaders have implemented the recent changes to the curriculum, so that the current curriculum is aligned fully to the new National Curriculum. The school aims to provide pupils with a wide range of experiences. Year 5 and 6 pupils recently undertook a project which encouraged them to learn about and respond to the many mature trees in the school's extensive grounds. This produced some worthwhile activities in art and science and also good quality extended writing, celebrating the history of individual trees.
- The school has adopted a new system which offers a revised approach to evaluating pupils' progress. This is already partly implemented, following training, and is on track for full implementation by September 2015. It is not yet possible to judge the full impact of this initiative.
- School leaders rigorously review the impact of pupil premium expenditure. This has included the employment of additional staff and the provision of specialist resources to enhance teaching of literacy and numeracy. Expenditure on additional teaching has been targeted well, with a good impact. Eligible pupils are now making more rapid progress.
- The school's evaluation of its effectiveness is accurate. School leaders know the school well and are clear about where further improvements are needed.
- The primary sports funding is used well to access specialist sports coaching and to provide greater access to after-school sporting clubs and competitions in sports such as basketball, football and swimming. As a result, the level of participation in clubs and competitions has increased significantly.
- The local authority has provided good support since the last inspection. The school has had a dedicated 'challenge partner' and has also received regular visits from local authority staff. School staff and governors have attended many local authority training events.
- The promotion of pupils' spiritual, moral, social and cultural development is good. The school assembly seen during the inspection affirmed the school's identity and ethos as a church school alongside pupils' understanding of right and wrong and their respect for other faith communities. The school promotes British values effectively with evidence, for example, in Years 5 and 6 of pupils' work on democracy and the political process of elections, manifestos and governance. The democratic process is well established in school. Pupils vote for school council members. Council members meet regularly with governors to share their views. As a result, pupils are made aware of their rights and responsibilities as citizens and are well prepared for life in modern Britain.

- The school works hard to ensure equality of opportunity for all. Discrimination in any form is unacceptable.
- The school's arrangements for safeguarding pupils meet statutory requirements and, on the evidence seen, are fully effective.
- Links with parents are good. Their positive views were clearly reflected in the Parent View survey.
- Leadership is not yet outstanding because there is still work to do to boost teachers' expectations and the consistency of achievement further. However, the school is in a good position to continue to improve.
- **The governance of the school:**
  - Governance has continued to improve. Governors have ensured that they have the expertise and skills which the school requires. Governors know the school well and are ambitious for its future. They prioritise the raising of achievement. They undertake training to improve their skills further. Governors have good access to information about the school's performance and are closely involved with the school's work. They successfully hold school leaders to account.
  - Governors understand data and the performance of all groups of pupils, particularly those supported through pupil premium funding. They know how the school is doing in relation to schools nationally and are knowledgeable about the effectiveness of teaching. Governors are closely involved in the management of teachers' performance. Pay increases are linked to the outcomes of this process. Governors support school leaders in tackling any underperformance.
  - The governing body ensures, alongside senior leaders, that statutory duties are met, including those for keeping pupils safe.

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

### **Behaviour**

- The behaviour of pupils is good. Pupils apply themselves well in lessons and show positive attitudes to learning, particularly where the teaching is challenging and sets high expectations. However, their attitudes to learning are not considered outstanding because their written work is not produced to a consistently high standard.
- Pupils eagerly take on jobs around the school, such as play leaders. This gives them an opportunity to take responsibility.
- Pupils' behaviour around the school is good, with few incidents of misbehaviour. Exclusions are rare. The systems to manage behaviour are well established and known to pupils. Staff deal with any incidents effectively.
- Attendance is above average. Staff monitor attendance closely and respond quickly to any emerging evidence of repeated absence.

### **Safety**

- The school's work to keep pupils safe and secure is good. The site and premises are secure. The suitability of staff is checked fully prior to their appointment.
- Pupils feel safe in school. They are confident that adults will look after them. The school ensures that pupils are able to keep themselves safe. Pupils are knowledgeable about staying safe on the roads and about being cautious when near fire. They are aware of the need for caution when close to strangers. They understand the possible risks of internet abuse and cyber-bullying.
- Pupils understand that bullying may occur and may take different forms. They do not feel, however, that it is a significant issue in their community. The school responds quickly to any emerging problems.

## **The quality of teaching** is good

- The teaching of reading, writing and mathematics has improved since the last inspection and this is reflected in the increasingly rapid progress made by pupils. Teachers now have much higher expectations of what pupils can achieve and provide greater challenge, so that standards are beginning to rise.
- Sustained effective teaching in the early years, and of phonics and early reading skills, have laid good foundations for pupils in Years 1 and 2 to make more rapid progress. Consequently, standards in reading are now rising by the end of Year 2. The teaching of mathematics has improved in the last two years, so that pupils are now making good progress.
- The support for disadvantaged pupils has improved. Good teaching has ensured that these pupils now make similar progress to the others, so that the gaps in achievement have been closing. Learning support staff make an effective contribution to ensuring that these pupils do not fall behind.
- When the work is challenging, pupils are very responsive. For example, in a mixed Year 1 and 2 mathematics lesson, pupils were investigating methods for dividing two numbers and for recording their work. The teacher had prepared materials which provided the right level of challenge for the full range of pupils across the two year groups. Relationships were excellent and pupils were well-motivated by the teacher's encouraging style and high expectations. They covered a lot of ground and made good progress.
- Overall, teaching is having a positive impact upon pupils' writing skills. However, teachers do not have sufficiently high expectations of pupils' handwriting. The school does not have an explicit policy for the teaching of handwriting. Few pupils acquire a fluent, joined style by the end of Year 2, and not many do so subsequently. This affects the speed at which pupils can write and has an adverse effect upon the quality and presentation of their written work.
- Teachers' marking (in accordance with the school's policy), while thorough in some respects, does not consistently ensure that pupils make rapid improvements in, for example, the presentation of work. Teachers do not always challenge poor handwriting and presentation. Pupils' work is marked well in some classes, but less rigorously in others, although most provide clear advice for pupils about how to improve their writing further.
- Homework contributes well to pupils' learning. Pupils complete the tasks set each week.

### The achievement of pupils

is good

- Prior to the last inspection, too few pupils made the expected progress in Key Stage 2, particularly in mathematics. This was the result of weakness in the teaching in the recent past. There have been significant improvements subsequently, particularly in the current year. Most pupils are now making good progress, although this is only beginning to show through in higher standards by the end of Year 6.
- Good quality early years provision has been sustained. Children's skills, particularly in basic literacy, mathematics and in their personal development, continue to be systematically and successfully developed. Consequently, the proportion of children reaching the good level of development was above the national average in 2014. This is also likely to be the case in 2015.
- Effective teaching of phonics in the early years has supported increasingly high outcomes in the Year 1 phonics screening check. The proportion of pupils reaching the nationally expected level in 2014 was well above the national average and this is likely to be repeated in 2015. Across the school, pupils have good skills in reading.
- Overall standards in Year 2 have been broadly average over the last three years. However, current Year 2 pupils are on track to attain much improved, and mostly above average, standards in reading, writing and mathematics in 2015, with a much higher proportion achieving the higher Level 3 than in recent years. All pupils are making at least expected progress, with most now making good progress. Standards have risen significantly in mathematics, a weakness in 2014 and a focus area for improvement in the current year.

- Standards by the end of Year 6 have been broadly average in the last three years. However, there was a significant improvement in 2014, particularly in writing. The positive trend is likely to be sustained in 2015, with further improvements, particularly in reading. This had been a weaker area in 2014. Achievement has improved. Pupils in almost all year groups and subjects are now making good progress. Consequently, deficits in learning from the past are being addressed. More pupils in Year 6 are now making rapid, as against expected progress.
- The most-able pupils are achieving increasingly well. They attain more highly and, in 2014, made more rapid progress, than similar pupils nationally. The school is making better provision to support able older pupils who wish to tackle the challenging Level 6 national tests.
- Pupils' progress in mathematics has improved as a result of the actions taken to address underachievement. However, while pupils are achieving well in some aspects of writing, the school does not have an effective approach to developing pupils' handwriting. Too few pupils have legible joined handwriting by the end of Year 2 and this weakness is evident across the school. This also has a negative impact upon the presentation and quality of pupils' written work, particularly in Years 3 and 4.
- Pupils who are disabled or who have special educational needs, several of whom have diverse and challenging needs, are supported well. In the current year, most have made better than expected progress from their different starting points.
- In 2014, there was no gap in overall attainment between disadvantaged Year 6 pupils and others in the school. However, while there was no difference in outcomes in reading, they were around two terms behind other pupils nationally in mathematics. They were four terms ahead in writing and one term ahead in grammar, punctuation and spelling. Disadvantaged pupils attained more highly than all pupils nationally. Across the school, both groups of pupils are making similar progress. Consequently, the gaps in attainment are narrowing.

### The early years provision

is good

- The strengths of early years provision identified at the last inspection have been successfully sustained. Consequently, both the provision and children's learning remain good. They are not yet outstanding because activities do not always provide sufficient challenge for the most-able children.
- Most children enter Nursery with skills which are typical for their age. Staff successfully develop children's basic skills in language and mathematics and their personal and social skills. Effective teaching of phonics in the early years ensures that children have a secure knowledge of sounds and letters. This supports children's good progress in developing their early skills in reading.
- Nursery children account for around 50% of the children who enter Reception. New children join at that point from a number of other pre-school settings and with a wide range of skills and knowledge.
- Over time, children achieve well because the teaching is consistently good. This includes those who have special educational needs. They are well prepared for entry to Year 1. The proportion of children reaching a good level of development was above the national average in 2014. Provisional data indicate that this is likely also to be the case for 2015.
- Adults teach children specific skills in small groups, including reading, writing and mathematics. One Reception class was observed learning how to use pictograms to represent the minibeasts they had discovered earlier. Children then have the opportunity to choose from a range of other activities that build well upon their earlier learning.
- Children have frequent access to outdoor learning. The recently refurbished outdoor area offers a good range of activities to extend children's growing knowledge of the world and to promote learning across all the expected areas. Children also take part in 'Forest School' activities in the school grounds.

- Children behave very well. They show positive attitudes to learning and sustain their interest in activities for a lengthy period. They are articulate and confident. Children are safe and well looked after.
- The school works well with parents. There are good arrangements for parents and children to become familiar with school routines prior to the new school year beginning. Parents are encouraged to stay closely involved with their children’s education after they start school.
- Staff undertake detailed observations and keep thorough records of children’s progress. This information contributes well to the planning of children’s future work.
- The leadership of early years provision is good and has contributed positively to the continued improvements in provision.



## 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>	124749
<b>Local authority</b>	Suffolk
<b>Inspection number</b>	463414

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

<b>Type of school</b>	Primary
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	291
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Phil Houghton
<b>Headteacher</b>	Wendy Kelway
<b>Date of previous school inspection</b>	17 September 2013
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