

Inspection of Eyke Church of England Primary School

The Street, Eyke, Woodbridge, Suffolk IP12 2QW

Inspection dates: 8–9 October 2019

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Good
Overall effectiveness at previous inspection	Not previously inspected

What is it like to attend this school?

Pupils enjoy their lessons. Most pupils are enthusiastic about coming to school, but some pupils are absent too often. Pupils do very well in reading and mathematics. They say that teachers make learning fun, particularly in subjects like art and computing. Children in the Reception year have settled quickly and are happy in school but some of their activities lack focus.

Pupils are polite and considerate towards each other and the adults who teach them. Behaviour in school is good. Pupils say that bullying is very rare. They know teachers expect them to do their best in lessons. They told us about the importance of not giving up and trying harder. Pupils learn about these qualities regularly in lessons and assemblies.

Pupils learn to be independent and responsible. School Councillors are involved in harvest collections and playleaders organise games and toys at breaktimes. Pupils are involved in the wide range of extra opportunities and clubs the school offers. They take part in choir, book and gardening clubs. Many join in after-school sports.

What does the school do well and what does it need to do better?

Leaders and governors know what the school does well and what could still be better. For example, teachers have adjusted their curriculum plans to make sure that pupils develop the right knowledge and skills for their age in different subjects. In history, for example, pupils use their understanding to explore ideas such as how the lives of poor children changed through the Victorian period.

Teachers use a consistent approach to teaching writing. Their well-planned sequences of learning build pupils' understanding of different types of writing. As a result, the quality of most pupils' writing is improving. However, some pupils do not use what they learn about punctuation and grammar well enough to improve the quality of their writing further.

Teaching in mathematics supports pupils' learning well. Pupils make good progress. Most teachers allow pupils to practise and develop mathematical skills using a range of approaches and apparatus. In some classes, this does not happen all the time and pupils do not have access to the apparatus they need to support their calculations. Pupils who have gaps in their mathematical understanding get good additional help to catch up.

Early reading skills are taught effectively. Children start to learn phonics as soon as they join school. From early on they take home books that match the sounds they know. Teachers quickly spot pupils who fall behind with their reading. Skilled staff help pupils catch up. Pupils' develop their comprehension skills well. They can summarise and offer reasoned thoughts and opinions on what they read. Pupils read

independently from a wide range of books. The choice of books for the most able readers is limited and fails to stimulate their interest.

Leaders have made sure that there is a good variety of learning opportunities. Many pupils learn to play string instruments and enjoy singing in the school choir. Leaders use additional funding well to ensure that the most disadvantaged pupils can take part in these activities.

Pupils with special educational needs and/or disabilities (SEND) receive good support. Teachers and support staff adapt work and provide additional sessions so that pupils with SEND make strong progress in the range of subjects taught.

Pupils' emotional wellbeing has a high priority. The school offers good nurture support to vulnerable pupils. As a result, they have grown in confidence, attend school better and are learning more. The school's inclusive nature is a real strength.

In early years, children are enthusiastic and happy. They talk freely about what they are learning and what they can do. Relationships between the children and their teachers are good. Children quickly learn the class routines and know what is expected of them. Learning is in a mixed-age class and often the children follow a similar curriculum to their Year 1 friends. Children use their outside area as a learning space, but many activities lack focus. This is because assessment is too general, and adults do not plan specifically for children's next steps in learning.

School leaders have used rewards and other positive strategies to improve attendance. They have had some success. However, some pupils are still absent too often.

Safeguarding

The arrangements for safeguarding are effective.

School leaders make sure that all staff understand their responsibilities regarding safeguarding. Staff are fully aware of the importance of this issue and receive appropriate training. As a result, staff are vigilant and proactive in spotting when pupils may be at risk of harm. The school works well with other agencies to keep pupils safe. Leaders check thoroughly to make sure adults are suitable to work in school.

Pupils feel safe in school. They understand rules that are designed to keep them safe. Pupils have a good understanding of online safety and the importance of mutual respect.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- When reading, the most able pupils should have access to a wider and more

engaging range of texts. Teachers should ensure that pupils use their grammatical skills to the full and are more ambitious with the range of punctuation that they use in their writing across the curriculum.

- Teachers in the early years must ensure that their assessments of children's learning are more accurate and child specific. Assessment should be used to plan for children's next steps in learning and ensure that independent activities are always purposeful.
- Leaders must continue to work with parents to develop strategies that improves attendance for all pupils.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use Ofsted Parent View information when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you're not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	143549
Local authority	Suffolk
Inspection number	10110187
Type of school	Primary
School category	Academy converter
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	115
Appropriate authority	Board of trustees
Chair of trust	Jane Sheat
Headteacher	Lucie Fairweather
Website	www.eyke.suffolk.sch.uk
Date of previous inspection	Not previously inspected

Information about this school

- The school became an academy in November 2016, joining the St Edmundsbury and Ipswich Diocesan Multi-Academy Trust (the trust).
- A Statutory Inspection for Anglican and Methodist Schools (SIAMS) was conducted in February 2015. The religious character of the school was judged to be good.
- The majority of pupils are of White British heritage.
- The proportion of disadvantaged pupils is below average.
- The proportion of pupils with SEND is similar to the national average.

Information about this inspection

We carried out this inspection under section 5 of the Education Act 2005.

- Inspectors visited all classes and were joined by the headteacher for some of these visits.
- Inspectors took account of the views expressed in 40 responses to Ofsted's online survey, Parent View, and their free-text comments.

- The subjects considered as part of this inspection were reading, writing, mathematics and history. In each subject, inspectors visited lessons, scrutinised the work in pupils' books, and held discussions with subject leaders, teachers and pupils.
- Inspectors met with the headteacher, four governors, the trust's school improvement officer, parents and all teachers. Inspectors looked at the school's self-evaluation as well as a number of key school planning policies and curriculum statements
- Inspectors considered a range of documentation in relation to child protection, safeguarding, behaviour and attendance.
- Inspectors met with groups of pupils, observed them at playtimes and lunchtimes and listened to them read their books.
- Responses from 56 pupils and 11 staff who completed Ofsted's online questionnaires were considered.

Inspection team

James Richards, lead inspector

Ofsted Inspector

David Milligan

Ofsted Inspector

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