



Aldeburgh Primary School

Inspection Report

Unique Reference Number 124566
LEA SUFFOLK LEA
Inspection number 281751
Inspection dates 20 March 2006 to 21 March 2006
Reporting inspector Ms. Cheryl Thompson LI

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

Type of school	Primary	School address	Park Road
School category	Community		IP15 5EU
Age range of pupils	4 to 9		
Gender of pupils	Mixed	Telephone number	01728-452150
Number on roll	71	Fax number	01728-452150
Appropriate authority	The governing body	Chair of governors	Mrs. Kathy Cook
Date of previous inspection	Not applicable	Headteacher	Mrs. Linda Berry

Age group	Inspection dates	Inspection number
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Introduction

The inspection was carried out by an Additional Inspector.

Description of the school

This is a much smaller than average first school. It serves families in a variety of socio-economic circumstances. Almost all pupils are from White British backgrounds. There is a higher than average proportion of pupils with learning difficulties, but a much lower than average proportion is eligible for free school meals. The school provides places for school-centred teacher training.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 2

This is a good school. Children make good academic progress and develop into self-confident, responsible young people. Parents and children justifiably hold it in high regard. The school views itself as good and the inspector agrees. It provides good value for money. Each child is known very well and valued. Good procedures ensure their safety and well-being. The care, guidance and support provided are good and their effect on children's personal development and academic achievement is very good. Good teaching helps children of all abilities to learn successfully. Very good relationships are a feature of the school. Teachers know their children very well and set them interesting and challenging work based on very good assessment. Children's personal development is good. They are very keen to learn and they behave well. While children learn a lot about their own culture they do not learn enough about other cultures. Provision in the Foundation Stage is satisfactory. Standards, when they start in Reception, are below those expected for their age. Children make good progress in their personal and creative development. Not enough attention is paid to making sure that children make the same progress in learning about number work and the use of letter sounds, to help them write and read. From Year 1 to Year 4, inspection evidence shows that children make good progress. Children with learning difficulties also make good progress because their difficulties are identified quickly and the right sort of help is provided. Standards vary from year to year because of the small number of children taking national tests. However, standards have improved considerably in the past two years and are now broadly average in reading, writing, mathematics and science. Good and inspirational leadership by the headteacher means that the staff work very effectively as a small team. There is a good understanding of the strengths and areas for improvement within the school. The strong teamwork has brought about good improvement since the last inspection, especially in raising standards and improving the quality of teaching. This demonstrates a good capacity for further improvement.

What the school should do to improve further

- Deal more effectively with the identified weaknesses in the Reception children's knowledge of letter sounds and number work.
- Provide opportunities for children to learn more about other cultures.

Achievement and standards

Grade: 2

Children enter school with below-average knowledge and skills, and in areas such as their knowledge of letter sounds and their number work, this is well below average. They make sound progress in the Foundation Stage but not yet enough progress in those crucial areas of learning letter sounds and number work. By the end of their Reception year, few have attained the early learning goals normally expected of five-year-olds. Children make good progress in their learning as they move through

Years 1 to 4. Standards in national tests at the end of Year 2 have improved considerably in the past two years. Teachers set challenging targets for individuals. However, standards in reading, writing, mathematics and science are generally average, although in 2005, they were above average. When children in Year 2 started in Year 1, their attainment was well below average, so, although current standards are average, these children have achieved well and made good gains in their knowledge, understanding and skills. Standards attained by Year 4 are in line with those expected for their year group. Children who have learning difficulties make good progress and have good self-esteem. Their difficulties are recognised quickly. Teachers plan work at the right level for them and teaching assistants provide good support. Across the school, standards in music, art and design, and design and technology are high and are being enhanced as a result of the school's involvement in the year-long arts education programme 'Eastfeast', during which children work alongside professional artists, musicians and potters.

Personal development and well-being

Grade: 2

Children's personal development and well being are good. In lessons and around the school they are well behaved and polite. Attendance is satisfactory. Children have very positive attitudes to learning and say they really enjoy physical education (PE), art activities and working on the school's allotment. Children develop a good understanding of how to lead safe and healthy lives. For example, they learn road safety and cycling proficiency and, through science, learn about healthy eating, which is reinforced by the practical experiences of growing their own vegetables. Older children contribute to the school community as members of the school council and by reading with the younger children. The whole school contributes exceptionally well to the local community through its links with the Allotment Association, making posters for the local carnival, and singing at the neighbouring hospital and for senior citizens. Children also perform at the Snape Maltings concert hall. Basic literacy, numeracy and information and communication technology skills are taught well so that by Year 2, pupils have a good basis for their future learning and economic well-being. Children's spiritual, moral and social development are very good. Their knowledge of local culture is very good but opportunities to learn about cultures other than their own, is yet to be developed.

Quality of provision

Teaching and learning

Grade: 2

Teaching and learning are good, with outstanding use made of visiting specialist teachers of PE. Within a framework of very good relationships, teachers set very high expectations for children to work at a good pace. Teachers keep very good records of children's progress and plan work accordingly. Their planning ensures that children build on what they have learned previously or have chances to practise skills they have

found difficult to grasp. Teachers value each child's efforts. Work is always marked and praise given, with helpful comments on how to improve. Children who have learning difficulties have appropriate plans and support to make sure they learn at a good rate and are fully included in the life and work of their class. Teaching in the Foundation Stage is sound, and very good in promoting children's positive attitudes to learning and independence. While there is a good range of appropriate activities provided, not enough rigour is applied to teaching pupils basic number work or their letter sounds, and how to use these to help their spelling and reading.

Curriculum and other activities

Grade: 2

The curriculum is good and relevant to children's needs and interests. A good range of extra activities, including residential visits and the school's involvement with the 'Eastfeast' project, provide interesting and exciting experiences. Good links are made between subjects to make learning meaningful. The strong focus on providing good opportunities for children to develop their speaking skills, through drama and working together, helps them to develop good self-confidence. The Foundation Stage curriculum is sound overall and good in areas of knowledge and understanding of the world, and creative development.

Care, guidance and support

Grade: 2

Care, guidance and support are good. In this small school each child is valued and cared for very well. Good links with the pre-school that shares the site help children to settle happily into the Foundation Stage. Parents and carers are very pleased with the care and guidance their children receive. They appreciate the good opportunities to talk to teachers about their child's progress and are confident that if they have any concerns, the school will listen to them. There are good procedures for ensuring the protection, safety and well-being of children. Children speak highly of their teachers and say that they feel safe and know that someone will always help them if they are worried. The school has developed very good systems for checking on children's progress and collects a good deal of information from tests and assessing children's work. Teachers make good use of this information to set and share targets with children to help them improve.

Leadership and management

Grade: 2

Leadership and management are good. The headteacher provides strong leadership. Her passionate commitment to the children, and determination that all will be enabled to develop as confident, secure learners, is shared successfully with staff and governors. The headteacher and three teachers work very effectively together as a team. They share a strong commitment to raising standards further. The headteacher has a clear understanding of what goes on in school and what needs to be done to improve. Even

though the headteacher teaches for half the week, she has brought about good improvement since the last inspection, especially in raising standards, improving teaching and strengthening the leadership and management. Governance is good. Governors give the headteacher their full support and take a keen interest in the school. They have developed their expertise and now act as a 'critical friend' to the school and question policies and decisions. They share the headteacher's high aspirations for children's all-round success and are very aware that standards should not slip. The capacity for further improvement is good. School finances are used wisely and in the best interests of the children. In some projects such as the development of the playground, children were consulted and their innovative ideas incorporated.

Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	3	NA
The effectiveness of the school's self-evaluation	2	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

How well do learners achieve?	2	NA
The standards ¹ reached by learners	3	NA
How well learners make progress, taking account of any significant variations between groups of learners	2	NA
How well learners with learning difficulties and disabilities make progress	2	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	3	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	1	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	2	NA
How well are learners cared for, guided and supported?	2	NA

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	NA
How effectively and efficiently resources are deployed to achieve value for money	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

Thank you for welcoming me to your school and being so friendly and helpful. I enjoyed talking to you about the things you like in your school. You told me that you like art and PE. I'm sorry that I wasn't able to see any PE but I was certainly impressed with your beautiful pictures and puppets, as well as the tiles you had made for your allotment path. I also enjoyed watching your rehearsal for the 'Green Children' that you are performing at the Snape Concert Hall. You also told me you liked your teachers and that you have to work hard. I saw that you do, indeed, work hard and that all the adults in the school care about you and look after you well. Your ideas for the playground such as the boat and the 'theatre' are brilliant and it was good to see how well you all take turns and play together happily. Your headteacher is doing a good job in making sure you get a good education and helping you to develop into responsible and thoughtful young people. I have asked her to do two things to make your school even better. I have asked her to make sure that the youngest children are given more help in learning letter sounds and how to use numbers. Also, you learn a lot about local things, such as the fishermen and farming with Suffolk Punch horses, but you need to learn more about the beliefs and customs of other people from different cultural backgrounds than your own. Thank you again for your help with the inspection of your school. I hope you carry on working hard and enjoying all your allotment work in the summer time.