



# Occold Primary School

## Inspection Report

**Unique Reference Number** 124601  
**LEA** SUFFOLK LEA  
**Inspection number** 281762  
**Inspection dates** 7 March 2006 to 8 March 2006  
**Reporting inspector** Mr. John Messer LI

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

<b>Type of school</b>	Primary	<b>School address</b>	The Street
<b>School category</b>	Community		IP23 7PL
<b>Age range of pupils</b>	4 to 11		
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01379 678330
<b>Number on roll</b>	47	<b>Fax number</b>	01379 678330
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Mr. Peter Walton
<b>Date of previous inspection</b>	8 May 2000	<b>Headteacher</b>	Mr. Kevin Knights

<b>Age group</b> 4 to 11	<b>Inspection dates</b> 7 March 2006 - 8 March 2006	<b>Inspection number</b> 281762
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## **Introduction**

The inspection was carried out by an Additional Inspector.

## **Description of the school**

Children are taught in three very small classes in this village primary school. There are more boys than girls. All pupils are from White British backgrounds. The proportion of pupils with learning difficulties is above average. The number of pupils who enter or leave the school part-way through their education is above average.

## **Key for inspection grades**

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

## **Overall effectiveness of the school**

### **Grade: 2**

The school judged its overall effectiveness to be satisfactory but inspection findings show that its effectiveness is good. Pupils make good progress and by Year 6 most attain standards that are above average in English, mathematics and science. Pupils' personal development is good and they develop high levels of confidence. The provision for children in the Foundation Stage and Years 1 and 2 is satisfactory and most make satisfactory progress. However, in these year groups, expectations of the quality and quantity of work are not always high enough. Teaching is good in Years 3 to 6 and pupils make good progress. The school has made a good start at setting targets for pupils. However, these are not always challenging enough and are not always fully understood by pupils and parents. The amount of time spent teaching the statutory curriculum falls below the recommended minimum. The school makes good use of limited space. It compensates well for the lack of a hall and playing field by using the village field, a nearby sports hall and a church for music lessons. The older pupils enjoy a good range of sports, games and physical activities and attain high standards. The leadership and management of the school are good and there is an improving trend in the standards that pupils attain. The school provides good value for money. It has made some good improvements since the last inspection and has good capacity to improve further.

### **What the school should do to improve further**

- Raise the teacher's expectations of what pupils in Reception and Years 1 and 2 are capable of and ensure that planning for these pupils identifies precisely what new skills, knowledge and understanding are to be developed in each lesson. - Improve target setting so that pupils have a clearer understanding of what they must do to reach the next stages in their learning. - Increase teaching time so it is at least in line with the recommended minimum.

## **Achievement and standards**

### **Grade: 2**

Most pupils, including those with learning difficulties, make good progress overall. Attainment on entry is average. Children in the Foundation Stage make satisfactory progress and most are likely to attain most of the early learning goals by the end of the Reception year. There is very little space outside for the youngest children and this restricts opportunities for physical development. However, there is no prospect of extending the school grounds. The achievement of pupils in Years 1 and 2 is satisfactory and by Year 2 they attain average standards in reading, writing and mathematics. However, some of these pupils, especially the faster learners, could do better if more were expected of them and if time was used more effectively. Pupils in Years 3 to 6 achieve well and by Year 6 standards are above average in English, mathematics and science. Standards in information and communication technology (ICT) have improved significantly since the last inspection. Most pupils meet their

targets but these are not always sufficiently clear or challenging. There is also scope for further raising standards by increasing the time available for teaching and learning and by making clearer links between pupils' targets and National Curriculum levels of attainment.

## **Personal development and well-being**

### **Grade: 2**

Pupils are self-assured, well behaved and speak sensibly about their learning. They work and play happily together. They show great enthusiasm for school and enjoy learning new skills. Attendance is above average. Their spiritual, moral, social and cultural development is good and pupils are gaining a deeper understanding of the world in which we live. They are sensitive to the needs of others. A strong feature of the school, which is greatly appreciated by parents, is the caring way the older pupils help to look after and support the younger ones. They gain a sound understanding of major world faiths and an appreciation of people's different beliefs in our multi-cultural society. The school supports a different charity each term and this helps them to develop an understanding of their responsibilities to those less fortunate than themselves. They have a good understanding of ecological issues and wholeheartedly support the school's recycling initiatives. They have a good understanding of how to stay safe and how to maintain healthy life styles. Pupils develop a good range of key skills together with high levels of confidence in their ability to learn effectively. This provides them with a good foundation for their future economic well-being.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Teaching for children in the Foundation Stage is mostly satisfactory and much of it is good. A classroom assistant works under the close direction of the class teacher to teach the youngest children in the mornings. Relationships are warm and there is a good system for developing early reading and writing skills. However, activities are not always as purposeful or as challenging as they should be. This is mainly because children are sometimes given tasks, such as playing in the sand, without any clear identification of the key skills that the tasks are supposed to develop. Teaching and learning for pupils in Years 1 and 2 is satisfactory overall but there are some significant strengths. Relationships are very good and pupils feel free to offer their thoughts and opinions. Speaking skills are well developed. Good attention is paid to handwriting and the neat presentation of work. However, expectations of the quality and quantity of work that pupils produce are not always high enough. For example, the photocopied work sheets used are often undemanding and insufficiently stimulating. There is not enough urgency about the use of time and the pace of learning is sometimes too slow. The skills and understanding that each lesson is designed to teach are not always identified with enough precision and there is not enough challenge, especially for the faster learners. Teaching in Years 3 to 6 is good. Lessons are stimulating and new skills

are taught systematically. Pupils develop an enthusiasm for reading, writing, mathematics and science. Teachers maintain high expectations of the pupils' performance and this helps to promote good progress. Across the school the imaginative use of the interactive white boards by teachers has significantly enhanced the quality of teaching and learning. Pupils are well motivated and become confident, successful learners.

## **Curriculum and other activities**

### **Grade: 3**

The school provides a broad curriculum. French and music are well represented. However, some subjects are not covered in sufficient depth as the time allocated to teaching the statutory curriculum falls below the recommended minimum. Additionally, time is also lost when, for example, furniture has to be moved for assemblies, and when pupils travel by coach to the sports hall or the swimming baths. A good range of extra activities is provided, such as visits to farms and museums, and the oldest pupils join pupils from other local schools for an annual residential visit. Sporting activities are a prominent feature of the curriculum and represent a strength of the school. Good links are made with other small schools to share planning, staff training, events, such as theatre visits, and curricular development.

## **Care, guidance and support**

### **Grade: 2**

The school provides good care, guidance and support. This is a happy school with a friendly atmosphere which is liked by both pupils and parents. Pupils are particularly pleased with the small size of the school and the small class sizes. Such classes help staff to get to know and understand each pupil. The provision for pupils with learning difficulties is good. Parents are kept fully informed about their children's individual education plans and about their progress. Child protection procedures are in place and are clearly understood by all staff. Good attention is paid to health and safety issues. Older pupils report that there is no real bullying but that some pupils take minor incidents too seriously and mistakenly identify them as bullying. Pupils are taught about the dangers of drug abuse and follow a good course of sex education as part of the personal, social and health education programme.

## **Leadership and management**

### **Grade: 2**

The leadership and management of the school are good. The headteacher and the governing body share a strong commitment to improving standards further. The headteacher has been successful in improving the quality of teaching and learning throughout the school and in raising standards. Governors are developing a good understanding of the school's strengths and weaknesses. The school's self evaluation is thorough and broadly accurate. The school has no formal procedures for collecting parents' views on the quality of education provided but there is a good informal

network together with open avenues of communication so that parents can readily make their views known. Many parents returned the pre-inspection questionnaires and the overwhelming majority are very pleased with the education provided for their children. Staff listen to pupils and take their views about the school into account. The school spends its money wisely to develop provision and raise standards. The recent purchase of new computers and the introduction of interactive white boards have improved the provision for ICT significantly. Standards are improving steadily and the school is well placed to improve further.

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## Inspection judgements

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

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	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	2	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

<b>How well do learners achieve?</b>	2	NA
The standards <sup>1</sup> reached by learners	2	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

<b>How good is the overall personal development and well-being of the learners?</b>	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	2	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	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	NA

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	2	NA
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	3	NA
<b>How well are learners cared for, guided and supported?</b>	2	NA

<sup>1</sup> 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**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	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	3	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

<b>The extent to which schools enable learners to be healthy</b>	
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
<b>The extent to which providers ensure that learners stay safe</b>	
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
<b>The extent to which learners make a positive contribution</b>	
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
<b>The extent to which schools enable learners to achieve economic well-being</b>	
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**

I enjoyed visiting your school. Thank you for being so helpful and for telling me all about the school. I think that your school is a good school and that you work hard. You told me that you like the small size of the school because the family atmosphere helps to make you feel comfortable and secure. New ones settle quickly into the school and your parents said that they were impressed by the way the older ones help and support the younger ones. You are kind and thoughtful and you are sensitive to the needs of others. You enjoy your lessons and have sensible attitudes to learning. You are keen to do well and to succeed. I think that the small classes and the way you co-operate so well with each other helps you to learn effectively. Also the teachers and classroom assistants are good at making you really enthusiastic about learning new things. The interactive white boards have made a big difference and support your learning well. Above all you seem very confident and you speak so sensibly about your work. This helps you to make good progress. Many of you are good at sport and the school provides well for this in spite of not having a hall or field. I know that your headteacher and the staff are determined to make more improvements and to help you to reach even higher standards in your work. I think that there are three things that could improve standards further. I think the work that children are given in Years 1 and 2, is sometimes a bit too easy and that you are such good learners that you could actually manage work that stretches you more. I think that your targets in English and mathematics could be clearer so that you have a better idea of what you need to do to reach the next stages in your learning. Also the amount of time that you spend in lessons is less than most pupils get. I have asked the headteacher to think of ways to increase the amount of teaching and learning time so that you can study interesting things in more depth. I wish you all every success in the future.