



Sebert Wood Community Primary School

Inspection Report

Unique Reference Number 124682
LEA SUFFOLK LEA
Inspection number 281781
Inspection dates 6 June 2006 to 7 June 2006
Reporting inspector Mr. John Messer LI

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

Type of school	Primary	School address	Sebert Road
School category	Community		IP32 7EG
Age range of pupils	4 to 9		
Gender of pupils	Mixed	Telephone number	01284 755211
Number on roll	310	Fax number	01284 706831
Appropriate authority	The governing body	Chair of governors	Mr. Nigel Wordley
Date of previous inspection	4 December 2000	Headteacher	Mr. Richard Rice

Age group 4 to 9	Inspection dates 6 June 2006 - 7 June 2006	Inspection number 281781
----------------------------	---	------------------------------------

© Crown copyright 2006

Website: www.ofsted.gov.uk

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

The school is larger than most primary schools. Most pupils come from White British families. Nine per cent of pupils are from minority ethnic backgrounds. A small number of pupils speak languages other than English and a few are at an early stage of learning English. The proportion of pupils with learning difficulties or disabilities is above average. The attainment of children when they enter the school is broadly average.

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 with a number of outstanding features. The school judges its overall effectiveness to be good and inspectors agree. Personal development and the care provided for pupils are outstanding. Pupils are very confident about their learning. Great attention is paid to tailoring support to meet pupils' individual learning needs. Teaching and learning are good and pupils make good progress. The achievement of all groups of pupils is good and most attain standards that are above average in reading, writing and mathematics. Leadership and management are good. A key strength of the school is the leadership of the headteacher, who is constantly striving to improve provision and raise standards. He has succeeded in establishing a new Children's Centre for Pre-school, Nursery and community use. The Nursery is already beginning to have a positive impact on children's early learning and they enter the Reception classes with a good range of early reading and writing skills. Activities in the Reception classes are not always sufficiently challenging or purposeful and, although achievement in the Foundation Stage is good overall, it is better in the Nursery than in the Reception year. The introduction of interactive white boards is enhancing the quality of teaching and learning but the school has rightly identified the need to make better use of information and communication technology (ICT) to support pupils' learning across the curriculum. The school has improved significantly since the last inspection and has good capacity for further improvement. The school provides good value for money.

What the school should do to improve further

- Build upon the very good foundations that are laid in the new Nursery by providing more challenge and raising expectations of children's achievement in the Reception classes. - Further extend the use of ICT to support teaching and learning across the curriculum.

Achievement and standards

Grade: 2

Children settle happily into the Nursery and achieve well. Teaching is imaginative and so children make very good progress. There is a strong emphasis on developing language, literacy and communication skills and children's achievement is particularly rapid in this area of learning. They make good progress in the Foundation Stage. Most children attain the early learning goals by the end of Reception and a significant proportion exceeds them. Pupils continue to make good progress in Years 1 to 4. By Year 2, they attain standards that are above average in reading, writing and mathematics. This is reflected in the school's performance in national tests. By Year 4, most attain standards that are well above average in reading, writing and mathematics. Pupils with learning difficulties and disabilities, as well as those who speak languages other than English, are given extra assistance so that they make good progress. The school sets itself challenging targets for the standards that pupils attain

and succeeds in meeting these. Particularly good work was seen in art and design and many pupils have a keen interest in history and achieve well.

Personal development and well-being

Grade: 1

Personal development is outstanding. The high quality of teaching in the Nursery enables children to flourish and make very good gains in their personal skills. Pupils' behaviour is excellent and they have very good relationships with staff and one another. The school is a very happy and caring place. Pupils acquire a very wide range of key skills which they will need to support them in later life. Pupils' views and opinions are sought regularly on a wide range of issues. Pupils learn how to stay safe and they say that there are many people they can go to in school if they are unhappy. They love coming to school and this is reflected in the above average attendance. They know that it is important to eat healthy food and to take regular exercise. Older pupils happily take responsibility for younger children by being 'playground friends' and by sharing books. The school is very successful in encouraging pupils to think of others by, for example, by supporting several charities. Pupils' spiritual, moral, social and cultural development is good. Cultural provision is particularly strong. Pupils recall many aspects of a very successful 'Asian Week'. Friday assemblies are led by the pupils and cover a wide range of topics. Pupils have good opportunities to discuss social and personal issues.

Quality of provision

Teaching and learning

Grade: 2

Teaching and learning are good. Children achieve well in the Foundation Stage but work provided for children in the Reception classes is not always sufficiently challenging and on occasions play activities both indoor and outdoor lack purpose. Pupils in Year 1 to 4 thoroughly enjoy learning because lessons are presented in varied and interesting ways. There are examples of outstanding teaching. In a highly successful and inspirational Year 4 literacy lesson, for example, pupils made exceptional progress in understanding poetry due to the teacher's enthusiasm, subject knowledge and skilled questioning. Planning is detailed and learning is carefully matched to meet different pupils' needs. Staff manage pupils' behaviour well. They help everyone to feel secure and keen to learn. The talented support staff make a strong contribution to the quality of learning and they are particularly skilled at supporting pupils with learning difficulties or disabilities and those whose first language is not English. Pupils' progress is carefully measured and recorded. Assessment information is used well to ensure that lessons are pitched at the right level to match different learning needs. Pupils are very aware of their writing and numeracy targets and how they can improve their work.

Curriculum and other activities

Grade: 2

The school provides a good range of learning activities and ensures that all the required subjects are taught. Good adaptations have been made to meet all pupils' needs and particularly to boost progress for those with learning difficulties and disabilities. Teachers in Years 2 and 3 have skilfully modified the curriculum to cater for the learning needs of the large percentage of boys in these year groups. Provision for ICT has improved and staff are becoming skilled at using equipment to enhance pupils' learning. Good plans have been devised to improve provision further so that ICT can be used more effectively to support learning across the curriculum. Nursery children get off to a good start because they learn through a wide variety of practical experiences, such as making bread. Nursery staff work effectively together and there is a strong focus on children's personal development through learning to share and take turns. In Years 1 to 4 curricular planning builds well on pupils' previous learning and teachers make good links between subjects. Staff provide a very good range of extra activities and clubs. A very good number of visits and visitors and special weeks, such as science weeks and the Year 4 activity week, bring pupils' learning to life and have a very positive impact on their personal and social skills.

Care, guidance and support

Grade: 1

The quality of care, guidance and support is outstanding. This creates a very positive climate for learning, helping pupils, whatever their individual needs, to make progress and to grow as people. The staff listen carefully to children and treat them with respect, and this is reciprocated. The school makes very good arrangements to keep pupils safe and to ensure their welfare. It is particularly good at recognising and overcoming barriers to learning so that pupils gain confidence. 'Nurture groups' at lunchtime and in the afternoons are finely tuned to the needs of individuals. They provide a haven for pupils and help them to thrive. Teachers and support staff deal very effectively with pupils who have learning difficulties and disabilities and this is much appreciated by parents. Pupils know that they can turn to the adults in the school if they need help. They are guided carefully in their work. This is helped by effective grouping arrangements in literacy and numeracy lessons, and by the setting of appropriate targets for pupils to work towards.

Leadership and management

Grade: 2

The leadership and management of the school are good. The headteacher is continually seeking ways to improve facilities, enhance pupils' learning and raise standards. He has a clear vision for improvement. Last year, after years of planning and preparation, the school succeeded in creating the 'Children's Centre'. The Nursery is already beginning to have a positive impact on children's early learning experiences. A good climate for learning has been established and the school's ethos is rooted in meeting

the particular needs of each and every pupil. All groups of pupils know that they are doing well and are proud of their achievements. This contributes to their high levels of self-esteem and outstanding personal development. The school's self-evaluation is good and staff accurately identify key areas for improvement. The school produces a very good annual improvement plan. Parents are asked for their views on school improvement and, where possible, these are taken into account. A plan to promote safe travel to school by pedestrians and cyclists has been introduced in response to parents' views. Many parents returned inspection questionnaires and nearly all are very pleased with the education provided for their children. They are particularly impressed with how approachable and helpful the staff are. The well organised governing body gives good support and monitors provision effectively. The school has a good track record in improving provision and raising standards. The effectiveness of the strong senior management team and the determination of staff to raise standards further demonstrate that the school has good capacity for more improvement.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: www.ofsted.gov.uk.

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
--	-----------------------	--------------

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	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

How well do learners achieve?	2	NA
The standards ¹ 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

How good is the overall personal development and well-being of the learners?	1	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	1	NA
The attendance of learners	2	NA
How well learners enjoy their education	1	NA
The extent to which learners adopt safe practices	1	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	1	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?	1	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	1	NA
How effectively and efficiently resources are deployed to achieve value for money	1	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 very much for being so helpful and for telling us all about your school. You told us that you like the school very much and that it is a good school. We agree. There are many good things about the school. We were particularly impressed by the sensible way you behave. You told us that the teachers and support staff are kind and helpful. They make sure that your work is not too hard but not too easy either and they help you to make good progress. You are sure of yourselves and express your opinions clearly. Even the very youngest children are self assured and confident. You are good at learning and if you are not certain about the answers to questions you have good ways of finding out for yourselves. As your school is such a good school there is not a great deal to do to make it even better. We think that the new Nursery is brilliant and that children do really well there. This does mean that they start in Reception at a more advanced level than they used to. As a result we think that more should be expected of the children in the Reception classes so that they reach higher standards. We think that the school uses a good range of technology, such as the interactive white boards, to help you with your learning. We also think that you could use information and communication technology even more to find ways to help you learn; things like making films with the new digital film cameras and using lap top computers for more of your work in mathematics, for example. We think that there are exciting times ahead and the school will continue to improve. We wish you all every success in the future.