



Risby Church of England Voluntary Controlled Primary School

Inspection Report

Unique Reference Number 124712
LEA SUFFOLK LEA
Inspection number 281786
Inspection dates 24 January 2006 to 25 January 2006
Reporting inspector Mrs. Marina Gough LI

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

Type of school	Primary	School address	Aylmer Close
School category	Voluntary controlled		IP28 6RT
Age range of pupils	4 to 9		
Gender of pupils	Mixed	Telephone number	01284810367
Number on roll	144	Fax number	01284 811526
Appropriate authority	The governing body	Chair of governors	Mr.Ken Shanahan
Date of previous inspection	6 November 2000	Headteacher	Mrs. Helen Firth

Age group 4 to 9	Inspection dates 24 January 2006 - 25 January 2006	Inspection number 281786
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Introduction

The inspection was carried out by an Additional Inspector.

Description of the school

The school is very popular and, in addition to serving the local area, draws 60% of its children from neighbouring villages. Home circumstances are mainly favourable and attainment on entry is above average. The number of children with learning difficulties is lower than found nationally, although the percentage of children who have a Statement of Special Educational Need is higher than the national figure. This is mainly because the school has a very high reputation for the way in which it caters for the needs of individuals. Almost all children are of White ethnicity, and none is at an early stage of learning English as an additional language. In recognition of the continually high standards attained by children over recent years, the school has been invited to become part of the 'Schools Sustaining Success' programme.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 1

This is an outstanding school where children of all ages and abilities attain exceptionally high standards and make excellent progress. The school has fully addressed the few very minor areas for improvement highlighted in the previous report, and has maintained and improved further the very many strengths that were identified. The school is exceptionally well placed for further and continued improvement because of the headteacher's outstanding leadership and management and the enthusiasm and commitment of all staff and governors. There is exceptional support by senior staff and the school knows itself very well. It gives excellent value for money. The provision for children in the Reception class is excellent, enabling them to make outstanding progress, and attain above average standards. This excellent progress is maintained as the children move through Key Stage 1, and the end of Year 2 children attain exceptionally high standards for their age in reading and writing, and standards that are well above the national average in mathematics. Assessments show that children in Year 3 and Year 4 make significant further gains in their learning, and that their attainment by the time they leave school is exceptionally high for their age. Teaching and learning are outstanding, and teachers very effectively build on what the children already know, understand and can do. The children are exceptionally responsive and take huge pleasure in their learning. They are provided with an exciting and wide range of activities, and children of all ages are tremendously enthusiastic about the activity programme that runs on one afternoon each week. There are times when staff, because of their very high expectations, are overly critical of themselves and the children's achievements. This is evident from the school's self-evaluation, which in parts is too modest, and from the Year 2 teacher assessments which do not always do full justice to the outstanding progress children of all abilities make.

What the school should do to improve further

- In line with its own plans, the school should ensure that teacher assessments at the end of Year 2 are more accurate.

Achievement and standards

Grade: 1

The children in Reception make excellent progress, and by the time they transfer to Year 1, almost all children are attaining beyond the Early Learning Goals in each of the areas of learning. While the exceptionally high reading and writing results at the end of Key Stage 1 fully reflect the excellent progress the children make, the mathematics results are a little over-harsh. The inspection findings support the teacher assessments in reading and writing, and point to a similar level of attainment in mathematics. Taken overall, the children's attainment at the end of Key Stage 1 is exceptionally high. The Year 3 and Year 4 children continue to make excellent progress, and their attainment is very high in English, mathematics and science by the time they leave school. Children of all ages are particularly skilled at solving problems in a creative

manner, using and applying existing and new skills across a range of subjects, and using basic number, language and information and communication technology skills to support their learning. Children with special educational needs benefit from the excellent support and teaching they receive so that they too make outstanding progress. All children meet the challenging targets that are set.

Personal development and well-being

Grade: 1

Throughout the school, children approach their learning with exceptionally high levels of enthusiasm and confidence. They thoroughly enjoy coming to school, and agree that there is nothing they would like to change. Attendance is good and is much higher than the national average. Children of all ages are very keen to participate in lessons, and respond with huge pleasure when activities are particularly challenging. They get on extremely well with one another, and agree that bullying is not a problem, and that Risby is a very happy school. Children are very polite and helpful. They are very kind to one another, especially those that have significant difficulties and who need additional support. The school places great emphasis on encouraging the children to learn how to be safe and healthy, and there are many opportunities for the children to take part in activities about road safety, safety in the home, and for them to consider ways of maintaining a healthy lifestyle. They have many excellent opportunities to learn how to work within a team, and to make choices and decisions. They are highly independent and very keen to solve problems and to tackle new learning in imaginative ways. By the time children leave the school, they are very well prepared for the next stage in their education. The school very effectively promotes the children's spiritual, moral, social and cultural development. Children are keen and able to reflect upon their learning and aspects of their own lives. They get on extremely well with their classmates and adults, and show a very good understanding of the difference between right and wrong. They have a natural thirst for learning and an interest in the lives of others. As a result, they are knowledgeable about the cultures of other people, and very interested in new live experiences, such as watching the African dance groups.

Quality of provision

Teaching and learning

Grade: 1

Teaching is outstanding across the school. It is lively, imaginative and very exciting. As a result, children of all ages and abilities are highly enthused and exceptionally well motivated. Teachers go to a great deal of trouble to make activities 'fun' and as a result, the children are very keen to tackle new learning. Interactive whiteboards are used very well to bring learning to life and to demonstrate important teaching points. A particular strength of teaching is the use teachers make of ongoing assessments of the children's learning, carefully building on what the children already know and can do. Children are becoming increasingly involved in setting their own targets, and are clear about what they have to do to improve their work even further. Teachers use

questions especially well to ensure that all children are clear about what they have to do, to check the extent of their learning, and to stretch the most able children in their thinking. Questions are often open-ended to encourage the children to give extended answers which very effectively support the development of their speaking skills.

Relationships between adults and children are excellent, and as a result, the children have high levels of self-esteem and confidence, and are willing to risk making mistakes, knowing that their efforts are always valued. Teaching assistants make an outstanding contribution to lessons, supporting those who have learning difficulties in an unobtrusive and sensitive manner so that they are fully involved in all activities.

Curriculum and other activities

Grade: 1

The curriculum for the Reception children is outstanding. It provides excellent opportunity for the children to acquire new skills, knowledge and understanding and is especially effective in terms of the way it promotes their personal, social and emotional development. Structured and free-choice play activities are exciting and stimulating, and there is a very good balance between those that are selected by the children themselves and those that are guided by an adult. In Key Stages 1 and 2 the curriculum is broad and well balanced, and is significantly enriched by an excellent range of additional activities which take place both in school time and after school. Of particular note, are the weekly 'activity afternoons' and which provide opportunity for children to really extend their range of experience. The children can not speak too highly of these afternoon sessions which they say are 'great fun and exciting'. The children are equally appreciative of the many extra-curricular activities that are provided. The school makes excellent provision for children with learning difficulties so that they are fully included in all activities, and are able to progress extremely well towards their targets.

Care, guidance and support

Grade: 1

The school provides outstanding levels of care, support and guidance for all children. Staff know the children and their families well, and very effective systems are in place to ensure that any problems are quickly addressed. Children agree that they can go to any adult if they have a problem, and knowledgably explain the procedures to be followed if they are ill or have an accident. The school does much to involve the children in the decision making process. The school council is very active, and has brought about significant improvements to the playground environment. When the school recently appointed a new deputy headteacher, children were involved in the interview process. Each year, staff seek the views of the children about individual subjects through verbal interviews, to gauge their perceptions of their learning, the quality of provision, and the standards they are attaining. The school is very active in promoting the children's well-being, health and safety, and provides a very comprehensive programme for personal, social and health education.

Leadership and management

Grade: 1

The leadership and management of the school are excellent. There is a shared and very strong commitment to ensuring that the children achieve their potential, and staff and governors constantly strive for excellence. The headteacher provides outstanding leadership. She is extremely well organised and very methodical, and has built a team of staff that works exceptionally well together. One of her particular strengths is the way in which she responds reflectively to new ideas, so that important decisions are reached through a process of extended discussion, often involving parents and pupils. As a result, change is very well paced and managed, and carefully considered. Staff fulfil their leadership roles very well indeed, and work closely with one another, generously sharing expertise and experience. The school knows itself very well, and its self-evaluation is very accurate, albeit a little over-modest at times. The outcomes of the school's last inspection were very positive, and since then the staff and governors have worked hard to fine-tune aspects of provision, and to maintain the very many strengths that were identified in the previous report. The school is very well placed for the next stage of its development. The governing body fulfils its statutory duties very well, and is very supportive and knowledgeable about the school's work. It has started to monitor aspects of the school's provision on a more formal and regular basis so that it can have a first-hand view of the school's life and work. Governors have made a good contribution to the overall process of self-evaluation. Finances are very well monitored and managed, and spending is closely linked to the educational priorities identified in the extremely effective school improvement plan.

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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>	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?	1	NA
How well does the school work in partnership with others to promote learners' well-being?	1	NA
The quality and standards in foundation stage	1	NA
The effectiveness of the school's self-evaluation	1	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?	1	NA
The standards ¹ reached by learners	1	NA
How well learners make progress, taking account of any significant variations between groups of learners	1	NA
How well learners with learning difficulties and disabilities make progress	1	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	1	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	1	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	1	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	1	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	1	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?	1	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	1	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 making me so welcome when I visited your school recently. I really enjoyed talking to you, and I agree with you that Risby Primary is an excellent school. I was very pleased to see how well you get on with one another, and how much you enjoy your work. You are considerate, helpful and polite, and I could see how enthusiastic and keen you were when I came into your lessons. You have many very good opportunities for sharing your views with your teachers, and the school council works very hard with the headteacher to improve the school. I very much like the idea of putting some picnic benches outside so you can eat your lunch there when the weather is better, and agree that this is an excellent project for the school council to tackle in the future. Your teachers do an exceptionally good job so that you all make excellent progress, and reach very high standards in your reading, writing and mathematics. They make lessons really exciting so that you can not wait to start your tasks. Teachers are very keen for you to do your best and so are constantly challenging you. The way in which your teachers mark the work you do in class is excellent and shows you exactly what you have to do to improve further. However, because they quite rightly expect a lot of you, when they make important decisions about your work at the end of Year 2, they sometimes look too much at the things you can not do and not enough at the things you can do. You told me all about the 'activity afternoons' you have on a Thursday, and I agree with you that the activities sound like 'great fun'. All of the adults are there to help you, and to make sure that you are safe and happy, and you know you can go to any of them if you have a problem. You are right when you say that this is a very happy school where all of the children are kind to one another. I think that the headteacher and staff work extremely hard to make sure you all have an excellent education. They have some really good plans for what they want to do next which will help make the school even better.