



Charsfield Church of England Voluntary Controlled Primary School

Inspection Report

Unique Reference Number 124725
LEA SUFFOLK LEA
Inspection number 281790
Inspection dates 6 October 2005 to 7 October 2005
Reporting inspector Mr. Godfrey Bancroft LI

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

Type of school	Primary	School address	Charsfield
School category	Voluntary controlled		IP13 7QB
Age range of pupils	4 to 11		
Gender of pupils	Mixed	Telephone number	01473 737347
Number on roll	60	Fax number	01473 737347
Appropriate authority	The governing body	Chair of governors	Mrs. Frances Barker
Date of previous inspection	27 September 1999	Headteacher	Mrs. Valerie Jones

Age group 4 to 11	Inspection dates 6 October 2005 - 7 October 2005	Inspection number 281790
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Introduction

The inspection was carried out by an additional inspector over two days.

Description of the school

Charsfield Primary is a small rural school. The majority of children are of white British heritage with a small number from other white and mixed backgrounds. There are no children who speak English as an additional language. Many parents choose to send their children to the school from outside its catchment area. The percentage of children eligible for free school meals is low. The percentage of children with special educational needs is lower than found in most schools and there are two children with statements of special educational need.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

Charsfield Primary is a welcoming and happy school in which every child is valued. Inspectors agree with the school's self-evaluation that it is a good school. Children from all backgrounds and of all abilities achieve well. This is because teaching and learning are good. However, some pupils are not sufficiently well informed about what they need to do to improve their work and are uncertain about the personal targets for their learning. Children in the Foundation Stage make good progress and attain standards that exceed those expected for their age. The provision for their learning is good. The school cares for all children very well. Provision to support those children who have learning difficulties is outstanding. These children are supported very well by teachers and by teaching assistants. The needs of pupils who are gifted and talented are met well. However, the documentation about the provision the school makes for these children is not yet formalised. The curriculum is good and there is a good range of additional activities to enhance children's learning. The leadership of the recently appointed headteacher is good. Governors are very supportive and well-informed about the strengths and weaknesses of the school. They have plans in hand to bring together the information they have gained from checking on and evaluating the quality of provision, but these are not yet fully in place. The school provides good value for money. Under the leadership of the headteacher and governors the school is well placed to improve in the future.

What the school should do to improve further

- Make sure that plans to bring together the information gained from checking on and evaluating the quality of provision are fully in place. - Formalise the documentation about the provision that is made for children who are gifted and talented. - Make sure that all children are well informed about how well they are doing and about the personal targets for their learning.

Achievement and standards

Grade: 2

Statistics about attainment can sometimes be distorted by the relatively small numbers of children in each year group. However, it is very clear that children of all backgrounds and abilities achieve well. Attainment on entry to the school is average. Standards by the end of Year 6 are above average in English, mathematics and science. At the end of Year 2 standards are above average in reading, writing and mathematics. This represents good progress. The 2004 test results for the end of Years 2 and 6 are the most recent for which national comparisons are available. These tests showed standards to be above average. The percentage of children attaining at levels higher than those expected for their ages was also above average. Over the last five years standards in reading, writing and mathematics at the end of Year 2 and in English, mathematics and science at the end of Year 6 have been consistently above those found nationally. Results from the 2005 tests and the school's challenging targets for pupils' attainment

in the future indicate that the above average year-on-year trend in standards is likely to be maintained. Children's speaking and listening skills are good, exceeding those expected for their ages. These skills help children to present their answers to questions thoughtfully. Children also achieve well in many other subjects, for example art and design, history and information and communication technology.

Personal development and well-being

Grade: 1

Provision for children's spiritual, moral, social and cultural development is good. Assemblies contribute well to these aspects of their development. The school also works effectively to ensure that children are aware of the beliefs and traditions of people from a diverse range of cultural backgrounds and has established links with a school in Uganda. Children usually work very hard during lessons. The youngest children showed great enthusiasm when challenged to design and build a model castle. Sometimes a few of the younger ones do not maintain their concentration for as long as they should. This happens when they are not being directly guided by an adult. However, as they become older the school helps them to become increasingly mature. Older pupils are outstanding at working independently and sustaining their effort and interest in their work. Children behave very well and are very caring towards each other. They work and play together very well. Older children are particularly good at ensuring that the younger ones are safe and happy, and learn to make a contribution to the school community. Attendance is well above average and children are rarely absent for unacceptable reasons. Because the school works very effectively to raise their awareness, children deport themselves safely and are knowledgeable about how to stay healthy. They also acquire the basic skills of literacy and numeracy well to prepare them for the future.

Quality of provision

Teaching and learning

Grade: 2

Teaching and learning are good. Teachers plan their lessons well, ensuring that activities are matched well to the full range of ages and abilities in each class. The school makes good use of teachers' specialist skills, ensuring that they have opportunities to teach the subjects in which they have greatest knowledge and confidence, for example, in the teaching of English, mathematics and art and design to older children. Teaching assistants work very effectively and are very well informed about the children whose learning they support. The teaching of the basic skills of literacy and numeracy is good. Teachers also provide good opportunities for children to develop their speaking and listening abilities. This helps children to respond thoughtfully to questions and to become increasingly confident learners. In English lessons, teachers work effectively to ensure that children understand the important links that exist between their speaking and listening and their reading and writing. Occasionally, teachers do not involve pupils

sufficiently in helping them to identify what they need to do to improve or in asking them to explain how they have managed to solve problems.

Curriculum and other activities

Grade: 2

The curriculum is good and meets the legal requirements for teaching the National Curriculum and religious education. Good attention is given to development of children's basic skills in literacy and numeracy and there are good opportunities for children to use computers to enhance their learning. Good attention is also given to the development of children's creative skills. There is a good range of additional activities and educational visits to enhance children's learning. These support children's learning well in subjects such as art and design and history. The range of additional sports activities is very good, helping pupils to be fit and healthy. The day-to-day curriculum is enhanced well by the teaching of subjects such as French and activities such as yoga. The school's programme for teaching personal, social and health education includes the development of 'thinking skills' and supports children's learning very well. Links with the community are also good, including those with local churches.

Care, guidance and support

Grade: 1

The school provides outstanding care for all the children. In addition to ensuring their academic progress it places great importance on their personal and social development. The support provided for children with learning difficulties is excellent. Children who are regarded as being gifted and talented are also supported well. However, the school has not formalised the documentation about the provision that it makes to meet the needs of these children. The school works effectively to ensure that children enjoy school, learn to be healthy and safe, and are well prepared as future citizens. The governing body has a very good range of policies to manage all aspects of provision for health and safety and ensures these are put into practice. The school is very good at ensuring that parents are well informed about how their children are getting on. However, some pupils are not sufficiently aware of what they need to do to improve and are uncertain about their personal targets for their learning.

Leadership and management

Grade: 2

The leadership and management of the recently appointed headteacher are good. She has already introduced measures that are improving the curriculum and ensuring that children enjoy their learning and achieve well. Arrangements for evaluating the school's work are satisfactory and developing; the school is putting in place new systems for consulting parents on their views about the school's effectiveness. The governing body is very supportive and its work is greatly appreciated by the staff. Many governors are regular visitors to the school. They are well-informed about the strengths and weaknesses of the school and have plans in hand to bring together the information

they gain from checking on and evaluating the quality of provision. However, these are not yet fully in place. Governors manage the school's financial affairs well and ensure that the available resources are used wisely. They fulfil their role of 'critical friend' to the headteacher and staff well and challenge the school to enhance the good provision it makes for children's learning. Improvement since the last inspection has been good. Based on this, and the work being undertaken by the new headteacher and governors, the school is well-placed to develop the school's effectiveness further. There is a very clear school improvement plan. The plan is clear about what is needed to develop teaching and learning. It also illustrates well the importance the school attaches to ensuring children's care and well-being. However, the intended outcomes of the plan are not linked closely enough to the school's expectations for how well children will achieve. The headteacher and governors work very effectively to ensure that parents and carers are well informed about the work of the school. Parents think the school is very good and many choose to send their children from outside its catchment area.

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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?	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	3	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	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	2	NA
The behaviour of learners	1	NA
The attendance of learners	1	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	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?	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	3	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	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 helping me during the inspection. I think that your school is good. I know that you and many of your parents and carers think so too. I like the ways in which your teachers and teaching assistants help you to do well. They are outstanding at helping those of you who have learning difficulties to do very well. The adults at the school are also very good at taking care of you and making sure you are safe. It is most pleasing to see that you are very good at working hard. You are also very caring and helpful towards each other. Your headteacher and school governors are good at finding ways of improving your school and at making sure that everything works well. There are some things that your headteacher and governors need to work on. They are going to complete the arrangements that are needed for them to keep records about how well the school is working. They will be completing all the documents that the school should have about providing for children's special gifts and talents. Your teachers will also be making sure that you are all well informed about how well you are doing and about the personal targets that are set for your learning. Well done. You can be very proud of yourselves and your school,