



Hintlesham and Chattisham Church of England Voluntary Controlled Primary School

Inspection Report

Unique Reference Number 124734
LEA SUFFOLK LEA
Inspection number 281793
Inspection dates 14 December 2005 to 15 December 2005
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	George Street
School category	Voluntary controlled		IP8 3NH
Age range of pupils	4 to 11		
Gender of pupils	Mixed	Telephone number	01473652344
Number on roll	55	Fax number	01473652344
Appropriate authority	The governing body	Chair of governors	Mr.Mark Walters
Date of previous inspection	6 December 1999	Headteacher	Mrs. Penny Hayes

Age group 4 to 11	Inspection dates 14 December 2005 - 15 December 2005	Inspection number 281793
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Introduction

The inspection was carried out by an Additional Inspector.

Description of the school

This small village school serves the local area of Hintlesham, near Ipswich, and some outlying villages. It is very popular, and there is often a waiting list of parents who wish their children to attend. The home circumstances of most pupils are favourable, and many have benefited from pre-school education. When they start school, the children's ability is mixed, but average overall. Almost all the pupils are from White ethnic backgrounds and few pupils have learning difficulties. The number of pupils taking free school meals is very low. Although most children start and finish their education in Hintlesham School, in some year groups there are unusually high levels of mobility because families have left or joined the area because of work commitments.

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 that provides an excellent quality of education for all pupils. Teaching is outstanding, and because of the imaginative way in which activities and lessons are presented, children have a real thirst and enthusiasm for learning. As they move through the school, pupils of all ages and abilities make excellent progress and, as a result, standards are exceptionally high in English, mathematics and science by the time pupils leave school at the age of eleven. However, within this overwhelmingly positive picture, spelling is a relative weakness for some, and the school has already identified the need to improve this aspect of learning. The provision for the reception children is excellent. These children make significant gains in their learning during their first year in school, benefiting greatly from the very positive example set by the Year 1 and Year 2 pupils who are taught in the same class. By the time they finish the Reception Year, their attainment is above the expected level for their age across all the required areas of learning. Much has been done to develop and extend the curriculum for the infants and juniors. The staff have very successfully started linking subjects together so that learning has more meaning for pupils who enjoy taking part in a superb range of additional activities and talk enthusiastically about these experiences. Because pupils enjoy coming to school so much, their behaviour and attitudes are outstanding and there is a strong family ethos arising from older pupils caring for younger children. The school provides very high levels of support and guidance so that all pupils thrive in a positive and caring learning environment. The school has made a very honest and accurate evaluation of its strengths and weaknesses that closely reflects the findings of the inspection. There has been very good improvement since the last inspection. Due to the outstanding leadership of the headteacher, the school is very well placed for further improvement, and has the capacity to maintain the very high standards that pupils of all ages currently attain. The school gives very good value for money.

What the school should do to improve further

- Continue to improve and raise the standard of spelling across the school.

Achievement and standards

Grade: 1

Pupils attain exceptionally high standards in English, mathematics and science by the time they leave school at the age of eleven. From an average starting point in reception, pupils of all ages and abilities make outstanding progress, and achieve the very challenging targets that are set at key points during their school career. Pupils' excellent progress is mainly attributable to the exceptional use of ongoing assessments which show to the teachers when pupils do need additional support, further challenge, or simply time to consolidate what they have already learned. Pupils throughout the school are extremely articulate and find it easy to explain their thoughts clearly. They have a very good vocabulary which they use to excellent effect. Their reading and

writing skills are significantly higher than the level expected for their age, although spelling is a relatively weaker area of learning. Pupils of all ages and abilities approach problem-solving tasks with high levels of confidence and enthusiasm and are methodical and persistent as they undertake science and mathematics investigations. They use their information and communication technology skills very well to support their learning in other subjects.

Personal development and well-being

Grade: 1

Personal development is outstanding. Pupils' enthusiasm for learning lies at the heart of their academic success and they tackle all new learning with exceptional levels of confidence and pleasure. Pupils rise to the high levels of challenge that are characteristic of all lessons and activities, and thoroughly enjoy 'doing hard work'. They love coming to school; as a result, attendance is excellent. Behaviour is excellent. Bullying is rare, and occasional misdemeanours are dealt with quickly. Pupils of all ages really like the 'buddy' system when older pupils team up with younger children to provide support at key times during the school day. The school actively seeks the views of its pupils by means of discussions and questionnaires, and pupils genuinely feel that they have a 'voice' in the school. They also have an exceptionally good understanding of the need to maintain a healthy lifestyle, and there are many opportunities for them to take part in a wide range of physical activities. They understand how to be safe in school, and appreciate how their actions can impact on the safety and well-being of others. The 'ECO' committee is extremely active, and the work that pupils have covered whilst working towards a national award has given them an excellent insight into how communities can work together for the greater good of all. Spiritual, moral, social and cultural development is excellent. Pupils are socially adept, and have a very good understanding of the difference between right and wrong. They have many opportunities to reflect on their learning, and the superb outside garden areas provide peaceful areas for quiet contemplation. The school has made very good efforts in terms of raising pupils' cultural awareness, and pupils are respectful of different customs, traditions and lifestyles.

Quality of provision

Teaching and learning

Grade: 1

Teaching and learning are outstanding throughout the school. Lessons and activities are exciting, imaginative and stimulating and, as a result, the pupils are very keen and interested learners. Teachers have exceptionally high expectations to which pupils respond with real enthusiasm, and constant but realistic challenges motivate them very well. The balance between activities that are led and directed by an adult, and those that allow pupils to find things out for themselves is exceptional and is one of the most significant strengths of teaching. Because of the many opportunities for them to take part in practical activities, the pupils see learning as 'fun'. Relationships

between adults and pupils are excellent and underpin the very positive ethos of the school. Teachers value and celebrate pupils' contributions and achievements, and pupils have no fear of making a mistake or giving a 'wrong' answer. Teachers use assessment information exceptionally well to match work closely to the needs of individuals. From an early age, pupils are encouraged to evaluate their own learning by identifying the next step they need to take in order to make further progress. This practice is excellent and enables pupils to have a clear understanding of how well they are doing, and how they can do even better.

Curriculum and other activities

Grade: 2

The curriculum for the reception children is outstanding. It makes a significant contribution to their learning, their rate of progress and the high standards they achieve at the end of Reception Year. Activities are immensely exciting, and a new outside classroom extension is used in a very imaginative way to extend the range of experiences that is provided. The curriculum for the infant and junior classes is good. It meets the needs of all pupils very well. The school has successfully started linking subjects together so that learning is more meaningful. The way in which the school enriches the statutory curriculum is excellent. Pupils are offered a vast range of additional activities across many subjects and areas of interest; they especially look forward to the residential visits available to the upper juniors. Many of the enrichment activities very positively support pupils' personal and social development and bring pupils into contact with the local and wider community.

Care, guidance and support

Grade: 1

The school provides outstanding levels of support and guidance for all pupils who recognise that this is a very caring school in which the needs of individuals are very well catered for. Pupils are extremely confident about approaching adults with any problems or concerns, and the youngest children see their older 'buddies' as their first point of contact if anything goes wrong. Additional support for those who have learning difficulties is given in a sensitive and unobtrusive way so that all pupils have high levels of self-esteem. Systems for child protection and for ensuring the health, well-being and safety of children are very secure, and are fully understood by staff and governors. The practice of involving both teaching and non-teaching staff in training for child protection and first-aid means that agreed procedures are consistently implemented. Excellent support from external agencies ensures that pupils know how to keep themselves safe both, in and out of school.

Leadership and management

Grade: 1

The leadership and management of the school are outstanding at all levels. Within this small school, responsibilities are shared fairly, and all staff take a full and active

part in the decision and policy making processes. The headteacher provides an excellent lead and paces school improvement very well so that staff are keen and willing to embrace change. The school is very effective in the way in which it seeks the views of parents and pupils, and there are justifiably very high levels of parental satisfaction. The school manages its budget very carefully so that educational priorities can be achieved within realistic timescales. Excellent measures are in place to ensure the cost-effectiveness of major spending decisions, such as the commitment to maintaining three classes, and the governing body has been very creative in the way in which it has organised the new 'workforce remodelling' programme to make maximum use of the available funding. The school knows itself very well. The inspection findings closely mirror the school's own evaluation of its strengths and weaknesses, although at times there are minor differences because the school tends to be unduly modest about some of its considerable achievements. Since the last inspection the school has made very good progress. It now gives very good value for money. Standards have continued to rise to their current exceptionally high level; teaching is now outstanding; and the building and learning environment have been significantly enhanced to improve the quality of learning. The school enjoys the support of a very knowledgeable, well informed and challenging governing body and is very well placed for continued and further improvement.

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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	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	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?	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?	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	1	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 feel so welcome when I visited your school just before Christmas. How lucky I was, to see both dress rehearsals for the Christmas performances - I hope that these went very well 'on the night'. I especially enjoyed talking to you about your work and finding out what you like most about your school. I totally agree with your view that this is an excellent school. Because you work very hard, and because your teachers go to a great deal of effort to make your activities and lessons so exciting, you do very well by the end of Year 6. Your SATs results are very much better than those in other schools in England and so you should be very proud of yourselves. There is just one area where you could probably do even better. I noticed when I looked at your books that sometimes your spelling is not as good as it could be. I have asked your teachers to help you with this. You really enjoy your learning, and most of the time get on very well with one another. I really like the 'buddy' system and I know that you do too. I was very pleased to read the 'ECO' file and to talk to some of the committee members about this work. There is a lot of recycling going on in Hintlesham and it is thanks to you! It was a pleasure for me to see how much you enjoy your lessons and to hear about the many extra activities that are provided, such as visits to places of interest. You are learning how to stay safe and keep healthy, and I agree with you that you can go to any adult if you are worried or have hurt yourselves. I am sure you know that your teachers are doing an excellent job and are working very hard to make sure that the school is a happy place where all of you can do your best. The school governors are also very helpful, and have taken the trouble to find out a lot about the school so that they can help to make it even better. Keep up the excellent work, and good luck with the spellings.