



Tattingstone Church of England Voluntary Controlled Primary School

Inspection Report

Unique Reference Number 124744
LEA SUFFOLK LEA
Inspection number 281796
Inspection dates 27 April 2006 to 28 April 2006
Reporting inspector Ms. Ruth Frith LI

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

Type of school	Primary	School address	Church Road
School category	Voluntary controlled		IP9 2NA
Age range of pupils	4 to 11		
Gender of pupils	Mixed	Telephone number	01473 328488
Number on roll	77	Fax number	01473 328488
Appropriate authority	The governing body	Chair of governors	Mr. Tom Loader
Date of previous inspection	Not applicable	Headteacher	Mr. John Lynch

Age group 4 to 11	Inspection dates 27 April 2006 - 28 April 2006	Inspection number 281796
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Introduction

The inspection was carried out by an Additional Inspector.

Description of the school

This is a much smaller than average size primary school situated in the village of Tattingstone. Most pupils live in the villages of Tattingstone and Wherstead but more than a third come from outside the school's catchment area from the surrounding villages and Ipswich. Pupils come from a full range of social and economic backgrounds. The percentage of pupils with learning difficulties and disabilities is well above average. Children are mainly from White British backgrounds.

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 the excellent care for each individual child lies at the heart of its work. Pupils flourish within this friendly and supportive environment. Comments from children reflect this: 'It makes me feel as if I'm at home and that's a really nice feeling' and 'If you get stuck you get help and people comfort you if you fall over'. Pupils develop into sensitive, caring learners and are very well prepared for their next stage of schooling. Improvement since the last inspection has been good. The enthusiasm and commitment of staff and governors, together with the headteacher's outstanding leadership, indicate that the school has a particularly good capacity to improve still further. Staff and governors have a clear understanding of the school's strengths and identify appropriate priorities for improvement. The exceptionally good self-evaluation procedures have helped the school to reflect on how well it is doing and its judgements match closely with the inspection's findings. Quality and standards in the Foundation Stage are good. From this base, pupils reach high standards by Year 2 and Year 6 and pupils' achievement over time is exceptionally good. Teaching and learning are frequently outstanding. An increasing number of pupils who come to the school do not find learning easy and it is a credit to the staff that these pupils become well motivated and achieve so much. The curriculum is innovative and stimulating, making pupils very enthusiastic, well behaved and keen to learn. An increasing school roll is beginning to place greater pressures on the use of the accommodation. The school provides exceptionally good value for money.

What the school should do to improve further

- Continue to seek ways to improve the buildings to accommodate the rising pupil numbers.

Achievement and standards

Grade: 1

From broadly average starting points, children make outstanding progress and achieve exceptionally well. Children in Reception are keen to learn and this helps them to achieve well. By the time they enter Year 1, they have at least reached the goals set nationally for all areas of learning and in many cases have achieved beyond this. Results of the 2005 national assessments show a general continuation of the trend of improvement seen over several years. Pupils in Year 2 achieved exceptionally high standards in reading, writing and mathematics with a high percentage of pupils gaining a level above that expected for their age. Similarly, pupils in Year 6 achieved exceptionally high standards in English, mathematics and science. Results in mathematics and science were particularly pleasing and significantly above the national averages. All Year 6 pupils attained a level higher than that expected for their age in science. Throughout the school, more capable pupils are particularly well challenged. The school exceeded the challenging targets set in English and mathematics. Pupils write poetry of an exceptionally high standard. Improvements in mathematics reflect

the focus placed on this subject over the last couple of years. Staff recognised the need to improve pupils' handwriting and new strategies used are already beginning to bring about good results. Pupils' art work is also of a high standard as is their work in design and technology. Older pupils speak French confidently and achieve particularly well in relation to learning a modern foreign language. Pupils with learning difficulties and disabilities achieve exceptionally well because their needs are quickly identified and very effective support is given.

Personal development and well-being

Grade: 1

Pupils' personal development and well-being are outstanding. The strong school ethos, together with support from families, governors and the local community, create an environment where children feel happy and do particularly well. Pupils' spiritual, moral, social and cultural development is of an exceptionally high standard. Pupils develop a keen spiritual awareness through many areas of study, including literature, art, music and religious education. The content of their writing, particularly poetry, indicates how they are encouraged to think about themselves and their place within the world. These activities also support their cultural development particularly well as they discover ways of life and beliefs different from their own. Pupils understand what is expected of them because all adults in the school are consistent in the way they implement school procedures and in their day-to-day interaction with pupils. This results in a body of pupils who behave exceptionally well and develop very good relationships. Older pupils readily offer to look after those that are younger and enjoy doing so. Pupils are encouraged to keep themselves safe and happy through taking part in a range of activities, including cycling proficiency, learning to swim and developing personal safety awareness. They follow the school routines well and act sensibly and safely when at work and play. Pupils have a good understanding of how to adopt a healthy lifestyle through regular exercise and eating a range of good food. Pupils know their ideas are taken seriously and the school council works well to ensure that they have a say in improving the school. Exceptional links with the local community have a very good impact on pupils' personal development. Pupils have plenty of opportunities to face new challenges such as performing in front of a variety of audiences and working with a range of people. Pupils develop literacy, numeracy and information and communication (ICT) skills that contribute very positively to their future economic well-being. They become aware of the needs of others when raising money for charities. Pupils enjoy school and develop very positive attitudes to learning. This helps to form a strong foundation for their future development. They arrive in the morning keen to start the day and attendance is above the national average.

Quality of provision

Teaching and learning

Grade: 1

The quality of teaching and learning is outstanding and ensures that pupils progress very well throughout the school. Staff are particularly effective at creating a relaxed but challenging learning environment where pupils are expected to do their best. Pupils become confident learners and want to do well. They work very well with others but because they are encouraged to become independent they work quickly and confidently whether working on their own or in groups. The strong atmosphere of support in the school means that pupils are willing and keen to ask for help from staff and each other when necessary. Close collaboration between teachers and the teaching assistants allows pupils' needs to be met exceptionally well. A key strength is the lesson planning where teachers successfully acknowledge and provide for the various stages of learning in each class. The very effective assessment and recording procedures, ensure that work is well matched to the needs of individual pupils. This results in pupils working at their own level of capability and covering work appropriate for their age. Specialist teaching in art, poetry and French is instrumental in the particularly good progress that pupils make. Learning is sometimes exceptional and work in these areas is frequently of a very high standard. A key feature of this school is the respect staff show to pupils which, in turn, develops pupils' high self-esteem and respect for others. This forms a firm foundation for their learning.

Curriculum and other activities

Grade: 1

The curriculum is outstanding. It creatively meets statutory requirements and the needs of pupils. In many lessons there is a buzz of excitement and activity as pupils set about their work and because activities are interesting, most really enjoy what they are doing. The youngest children take part in a good range of activities either working as a distinct group or joining the Year 1 and 2 children in the afternoons. The school has recognised the need to plan for more of their learning to take place outside and teachers' attendance on courses and support from experts have helped to develop this work. Throughout the school, the good use of cross-curricular activities ensures that pupils have opportunities to practise their skills as well as develop high levels of knowledge and understanding. ICT is used effectively wherever possible. Provision for the teaching of French is exceptionally good. Similarly, the art and design and technology curricula are of a high quality. The curriculum is enriched with an extensive range of educational visits and knowledgeable visitors. These help pupils gain a very good appreciation of the arts, environmental issues and the wider world. There is a very good range of extra-curricular activities for a school of this size.

Care, guidance and support

Grade: 1

The quality of care provided by the school is outstanding. Staff offer very effective support with a focus on developing pupils into confident and responsible young citizens. They use very effective assessment procedures to assess how well pupils are learning and whether they need additional support. Targets in literacy and numeracy help the children to build on their existing strengths and show them the steps they need to take to improve their learning still further. Pupils with learning difficulties and disabilities are provided with particularly good support so that they are fully included in all aspects of the school's work. Child protection procedures are well established and fully understood by staff. Pupils feel safe and know who to turn to if they have a problem. They also feel that they are treated fairly. Assessments of physical risk are undertaken and any areas of concern are quickly acted upon. The vast majority of parents and their children are rightly delighted with what the school offers and are pleased that their contributions are welcomed and their ideas acted upon.

Leadership and management

Grade: 1

Leadership and management are outstanding. The headteacher shows outstanding commitment to the school and is instrumental in maintaining the strong family ethos. He provides a very good lead to colleagues who, in turn, work as a strong team sharing his sense of purpose. Staff successfully take on a variety of management responsibilities as duties are well allocated and staff strengths recognised. This results in exceptional care for pupils, a stimulating curriculum and high standards. There are particularly good systems for checking how well the school is doing and identifying what it could do better. These reflect the school's consistent drive for improvement. The views of all members of the school community are taken into consideration. Parents thoroughly enjoy the weekly assemblies when the pupils' successes and achievements are warmly celebrated. Staff morale is high and it is clear that children, staff, parents and governors enjoy being part of the school community. Financial management and planning are effective and ensure that school developments are adequately financed. Overall, the school gives exceptionally good value for money. Governors have a very clear understanding of the school's effectiveness and play an important role in school development. They show exceptional commitment and support through day-to-day working in school. Governance is outstanding. The school has dealt with the issues from the previous inspection very successfully and because of the very good work of the headteacher, staff and governors, and the continuing trend of improvement, the school's capacity for further improvement is particularly good.

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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	2	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	2	NA
The extent to which learners adopt healthy lifestyles	2	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	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

I am writing to say how much I enjoyed visiting Tattingstone Primary. Thank you for making me feel so welcome and for talking about your school and the work you have done. - You obviously enjoy school very much and are keen to do good work. - All the staff work very well together as a team to make sure that you learn a lot. They enjoy teaching you and the teaching is exceptionally good. - You behave very well indeed and I saw you being very kind to each other. You work and play together very well. - You do very well in school when compared with children of a similar age, particularly in English, mathematics and science. Your poetry and art work is of a very high quality and those of you learning French are achieving very well. - The curriculum is outstanding which helps to make lessons fun. You do lots of things in the community. - Staff look after you extremely well and you feel safe in school. Mr Lynch manages the school particularly well and is especially good in leading the staff so that the school continues to improve and you receive an outstanding education. The governors help in the school a lot. We have agreed that everyone needs to think of ways to improve the school buildings now that the number of pupils is increasing. Thank you once again and good luck in the future.