



Copdock Primary School

Inspection Report

Unique Reference Number 124577
Local Authority SUFFOLK
Inspection number 293039
Inspection dates 24–25 January 2007
Reporting inspector Michael Madden

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

Type of school	Primary	School address	School Hill
School category	Community		Copdock, Copdock
Age range of pupils	5–11		Ipswich, Suffolk IP8 3HY
Gender of pupils	Mixed	Telephone number	01473730337
Number on roll (school)	58	Fax number	01473730337
Appropriate authority	The governing body	Chair	Mrs Jill Worobec
		Headteacher	Mrs Joanne Austin
Date of previous school inspection	14 January 2002		

Age group 5–11	Inspection dates 24–25 January 2007	Inspection number 293039
--------------------------	---	------------------------------------

© Crown copyright 2007

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 an Additional Inspector.

Description of the school

This small primary school is in the Suffolk village of Copdock, near Ipswich. The mainly White British pupils come from a variety of socio-economic backgrounds. The proportion of pupils who have learning difficulties or disabilities is broadly average, as is the proportion eligible for free school meals. A relatively high proportion of pupils join or leave the school during each year. The attainment of the pupils on entry to the school is a little below average. The school has plans with the local education authority to extend its elderly premises which at present limit facilities for physical education, a library and the Foundation Stage.

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, as the school judges, a good school where the pupils enjoy growing up and learning. It helps the youngest pupils to settle quickly, become confident and learn rapidly. They acquire the expected range of skills and personal qualities from the Foundation Stage and move on to attainment in Key Stage 1 that is above average. The older pupils in Key Stage 2 make further good progress and some reach high standards, though usually these are a little lower in their writing. Pupils who have learning difficulties or disabilities also make good progress. The pupils develop good attitudes. They attend regularly. Most behave well, enjoy their school work and understand how to be healthy and stay safe. They have sound skills for their later education and make willing contributions to their school and the wider community.

These good outcomes are the result of effective teaching and hard work by the school's committed and experienced staff. Their use of assessment is good. They quickly engage the pupils' in lessons and promote learning well, though some parents believe pupils' progress is not always rapid enough for the older pupils in the school's mixed age classes. The school's curriculum introduces the pupils to a good range of skills and knowledge. Foundation Stage work is limited by restricted access from the classrooms to outdoor spaces, but includes good teaching and is satisfactory. The teachers promote clubs and activities, provide well-informed advice and supervise the pupils conscientiously. Occasional misbehaviour among pupils is managed well to reinforce understanding of their responsibility to others. The teachers are careful guardians of pupils' safety and welfare, but the school's records are not fully in line with government requirements on safeguarding.

Leadership and management are good. The headteacher focuses the staff on raising pupils' attainment, monitors the school effectively and gathers views from parents and pupils as well as staff and governors to help her identify important areas for improvement. The school has made good progress with matters identified for attention by its previous inspection and it has plans to continue these where relevant. Governors are well organised, encourage the staff and provide challenge in their continuing wish to see pupils' attainment rise. The school's improvement plans include much relevant work, though not all of it is linked closely enough to raising standards. The cost per pupil of running the school is relatively high as a result of its small size. Nevertheless, the school provides good value for money and is well placed to make further improvements.

What the school should do to improve further

- Raise standards of writing still more.
- Ensure more challenge for the older pupils in mixed age classes.
- Complete records to bring safeguarding arrangements fully in line with government requirements.
- Link work in the school improvement plan clearly to raising pupils' attainment.

Achievement and standards

Grade: 2

From their entry to the school with below average skills the pupils settle quickly and most make good progress. Those in the Foundation stage gain confidence working at times among older pupils in Key Stage 1. They learn quickly as a result of sound assessments of their needs and sensitive teaching. In Key Stage 1, the pupils make further good progress, particularly in Year 2, and reach standards that are above average and well above average in writing and mathematics. Pupils who have learning difficulties or disabilities are identified quickly and make good progress throughout the school. In Key Stage 2, learning has been particularly good among the younger pupils in the mixed age classes. The overall progress made by pupils in literacy and numeracy has been broadly satisfactory. Some pupils have achieved very high standards, particularly in reading and mathematics. Good teaching of writing is now raising standards further and leading to good progress for most of the older pupils. Achievement and standards are good.

Personal development and well-being

Grade: 2

Personal development and well-being are good. Attendance is above average. The youngest children make rapid progress in their social development and are soon able to share and work with others. Almost all of the pupils understand what is right and wrong. Their courteous behaviour contributes much to the positive climate of the school. Pupils enjoy their lessons and are often enthusiastic in their work. They feel safe in school and are concerned for the safety of others. Most are aware of how their health is affected by their decisions and many make wise choices in eating. Many also develop a healthy interest in sport or other physical activities. Some contribute willingly to the school community, for example in 'garden gang' projects to tidy up areas of the school's grounds. Their collaboration in such projects provides older pupils with valuable experiences and adds to a sound foundation of skills for their future well-being. Pupils' spiritual, moral, social and cultural development is good. Many value music and art, and they show respect for people with other cultural traditions. The pupils clearly wish to learn and many speak of the school with affection. One described it as 'Friendly: everyone knows each other; and the teachers make the lessons fun.'

Quality of provision

Teaching and learning

Grade: 2

The school's mainly experienced staff ensure good quality teaching and learning. Lessons are planned in detail and well controlled. Good use is made of suitable resources to engage the pupils' interest and stimulate learning. Classroom assistants are used

well to help individuals, lead learning in small groups and to make assessments. The teachers have good knowledge and high expectations. They project an enthusiasm that is rapidly caught by most of the pupils. They also use a wide variety of methods well to keep pupils' interest and to maintain a good pace of work. Almost all of the pupils respond well. Many become deeply involved in lesson activities such as class discussions, role play, drafting stories or mental mathematics. These usually promote good learning but there are times during lessons when challenge is not sufficient for the older pupils in the class. In the main, the staff support pupils' learning well by giving timely advice, marking pupils' written work, setting practical targets and encouraging pupils to continue their learning at home.

Curriculum and other activities

Grade: 2

The school has a good curriculum that is complemented well by other activities. Strong emphasis is given to literacy and numeracy lessons, and to pupils' applying their basic skills in topic work which includes the required range of other subjects. Lesson activities are varied from year-to-year to ensure fresh stimulus for the older pupils in the school's mixed age classes. The pupils are introduced steadily to information and communication technology (ICT) and pupils use this increasingly in their work. The staff use facilities at other schools to strengthen physical education. They and parent volunteers also provide a small number of valuable and popular activities such as dance and African drumming, as well as a residential period away from school for the older pupils. A school council, a school shop and fund-raising for national and international charities are well supported and help to broaden the pupils' experience of the wider community beyond the school. The school's curriculum and activities meet the pupils' needs well.

Care, guidance and support

Grade: 2

The teachers and other staff provide good overall care, guidance and support through their strong commitment to inclusion, well informed advice and conscientious day-to-day supervision. Assemblies and a programme of personal, social and health education reinforce the pupils' understanding of important topics including relationships, safety and health. A link with adjoining pre-school provision enables sensitive induction of new pupils. The school is making good use of information about the pupils' attainment to track their progress and to provide targets and advice that are helping to ensure good achievement. Arrangements to support pupils who have learning difficulties or disabilities are good. Pupils' welfare is in the main underpinned strongly by systematic risk assessment and sound child protection arrangements. Gaps in the school's recruitment records are being examined urgently to bring other safeguarding arrangements in line with government requirements. The school's policies, the day-to-day attention of the staff and the good behaviour of the pupils create a climate in which learners can thrive.

Leadership and management

Grade: 2

Leadership and management are good. The hard working headteacher and team of experienced part-time teachers and teaching assistants share a commitment to high standards and to promoting welfare for all pupils. The school operates smoothly from day to day. The headteacher adopts a high profile about the school, knows its strengths and is aware of the most important matters that need attention. Responsibilities are clearly delegated and the staff benefit from sound arrangements to promote their professional development. Good use is made of other agencies to provide specialist advice and training. There are also good links with parents. There has been significant improvement since the previous inspection in pupils' progress with writing and, within the limitations of the premises, in the provision made for pupils in the Foundation Stage. The school has the confidence of parents and a growing good reputation in the local community. Governors are well organised and ambitious for the school to thrive and for pupils' attainment to rise. They support the staff in their wish for improvements to the premises, particularly to provide sound library facilities and a more suitable indoor space for assemblies and physical education. School improvement planning records work and responsibilities but does not make clear their links with raising attainment. In the main, statutory requirements are met and resources are deployed well to provide a good quality of education. The school provides good value for its relatively high costs and is well placed to continue 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

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
---	-----------------------

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
How well does the school work in partnership with others to promote learners' well-being?	2
The quality and standards in the Foundation Stage	3
The effectiveness of the school's self-evaluation	2
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

How well do learners achieve?	2
The standards ¹ reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The behaviour of learners	2
The attendance of learners	2
How well learners enjoy their education	2
The extent to which learners adopt safe practices	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	2

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively performance is monitored, evaluated and improved to meet challenging targets	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	No
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

26 January 2007

Dear Children

Copdock Primary School, School Hill, Copdock, Ipswich, Suffolk, IP8 3HY

I visited your school a little while ago to find out how well you are taught and looked after. Thank you for making me welcome and for answering my questions. You and your parents like the school and I agree that it does most things well. I particularly liked the way:

- You told me about your school and things like the 'garden gang.'
- You behave well, help your teachers and help each other.
- The school teaches you the right things and helps you join in clubs and sports.
- Your teachers get you so interested and help you to learn.
- You enjoy your lessons and work hard.
- You are kept safe and taught about healthy eating and exercise.
- You learn so fast.
- Some of you know so much.

Your headteacher, Mrs Austin, and the governors are doing a good job. I have asked them to do a few things to make your school even better:

- To help you make your writing even better.
- Make sure some of you have work that is a bit harder.
- Get some of their records completely up to date.
- Make sure any changes they make help you to be even more clever.

I enjoyed my time at the school very much. I hope you will go on working well with your teachers and behaving as well as you did during my visit. Thank you again.

With good wishes

Michael Madden

Lead Inspector