



Waldringfield Primary School

Inspection Report

Unique Reference Number 124615
Local Authority SUFFOLK
Inspection number 293054
Inspection dates 7–8 November 2006
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	Cliff Road
School category	Community		Waldringfield
Age range of pupils	4–11		Suffolk IP12 4QL
Gender of pupils	Mixed	Telephone number	01473 736276
Number on roll (school)	82	Fax number	01473 736276
Appropriate authority	The governing body	Chair	Mr N Mann
		Headteacher	Mrs C A Ashford
Date of previous school inspection	26 March 2001		

Age group 4–11	Inspection dates 7–8 November 2006	Inspection number 293054
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Introduction

The inspection was carried out by an Additional Inspector.

Description of the school

This is a small primary school. Its pupils are mostly from White British backgrounds. Around half of the pupils come from outside the village or the immediate surrounding area. Relatively few of the pupils are entitled to free school meals. The proportion of pupils with learning difficulties and disabilities is broadly average, though the number of pupils who have statements of special educational need is relatively high. The overall attainment of the pupils on entry to the school is above average. Not all pupils remain in the school, some being transferred to independent schools. Most of the teaching staff has changed since the headteacher joined the school three years ago.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

This is a satisfactory and rapidly improving school, though it is not yet, as the school judges itself, good. The school has undergone a period of considerable change since the previous inspection. As well as improvements to the accommodation and resources, headteacher has recruited new teachers for most of the classes. The pupils' good personal development, courteous behaviour and thoughtful interest contribute much to a climate that is highly conducive to learning.

Overall, standards and achievement are satisfactory. Pupils who have learning difficulties or disabilities make good progress. For other pupils, progress is not sufficiently consistent. Pupils in the Foundation Stage settle quickly, receive engaging, stimulating and highly effective teaching and make good progress to achieve good standards. Pupils' progress through Key Stage 1 is broadly satisfactory. At Key Stage 2, pupils make satisfactory progress overall but with good progress in reading. However, the school has accurately identified underachievement in writing and mathematics. To address this teachers are providing more helpful guidance to the older pupils on how to improve their work and pupils are making good use of this advice.

Teaching and learning are satisfactory. The teachers are exploiting some of the potential of the modernised accommodation and resources to provide engaging and stimulating lessons. However, not all lessons are planned well enough to give appropriate pace and meet the wide range of needs in the mixed age classes. The more capable pupils in particular do not have enough demanding work to stretch them. The curriculum is satisfactory with particular strengths in the Foundation Stage and in the range of enrichment activities. The use of English, mathematics and information and communication technology (ICT) skills is improving, though not yet uniformly good. The school pays proper attention to safeguarding pupils, is taking effective steps to improve attendance and provides a good nurturing environment in which all pupils settle readily. With the improving use of assessment, the overall quality of care, guidance and support for the pupils is good.

Leadership and management are good. The headteacher is successfully focusing the staff on promoting learning. From her monitoring she is well aware of where further improvements are needed. Plans are laid carefully to enable the staff to effect change. The school has a satisfactory capacity for further improvement and provides satisfactory value for money.

What the school should do to improve further

- Promote more rapid and consistent learning to raise pupils' attainment, particularly in writing and mathematics.
- Improve teaching so that all pupils' are fully engaged and sufficiently guided and supported in their learning.
- Strengthen curriculum provision for English, mathematics and ICT and ensure best use is made of the teaching time available.

Achievement and standards

Grade: 3

Achievement and standards are satisfactory. Pupils in the Foundation Stage make good progress and begin to acquire skills and understanding usually associated with pupils a year older. Pupils who have learning difficulties and disabilities also make good progress.

In Key Stage 1, the pupils gain confidence for exploration and enquiry, acquire good skills for reading and consolidate the foundations for writing and mathematical understanding. By the end of Year 2, overall attainment across the school's small cohorts is broadly average. The pupils' reading develops particularly well and the school's assessments show that the pupils make above average progress. Though progress is relatively slower for writing and numeracy, their overall progress through the key stage is satisfactory. This pattern and rate of progress continues through Key Stage 2. In recent national tests, relatively few Year 6 pupils exceeded the expected Level 4.

Personal development and well-being

Grade: 2

The pupils' personal development and attitudes are good: their behaviour is outstanding. All appreciate the difference between right and wrong. The youngest pupils work well and show good awareness of the needs of others. Across the school the pupils are considerate, helpful, show interest and take care in their actions. At play, pupils make energetic but careful use of the space and equipment provided, and older pupils respect the safety and feelings of others. The pupils have confidence in their teachers, feel safe and know to whom they can turn if they have concerns. Almost all of the pupils recognise choices that can affect their health. Many make sensible decisions about their diet and take part readily in physical education and sport. Pupils respond well to their teachers' encouragement to take responsibility and this contributes much to the school's welcoming atmosphere. They contribute thoughtfully to a school council and to charitable causes that benefit the local and wider community. The pupils work well with adults in projects such as an award-winning school kitchen garden and an informative 'Waldringfield Warbler' newspaper produced and sold by the younger pupils. The experience and skills provided by these activities make a valuable contribution to pupils' preparation for the next stage of their education, though they do not fully compensate for limitations in their writing and other skills. The pupils' spiritual, moral, social and cultural development is good. Older pupils have good knowledge of cultural diversity in the wider national and global community. In the main individual pupils' attendance is good. However, overall attendance has recently fallen below the national average mainly as a result of unauthorised absence for family holidays.

Quality of provision

Teaching and learning

Grade: 3

The overall quality of teaching and learning is satisfactory and in some aspects good: for the youngest pupils it is outstanding. The teachers have sound knowledge and give confident leadership to their classes. They plan suitable activities for their pupils and usually use resources well to engage their interest and to encourage them to work independently. They also direct classroom assistants well to support pupils' learning. Pupils with learning difficulties and disabilities receive good support and at times the school's experienced assistants provide spontaneous help to others. However, learning is not always as effective as it should be. When lessons are not planned carefully for the wide range of attainment in the class, the more able pupils do not have sufficient challenge to build their experience and raise their attainment beyond that of their peers. Some lessons are particularly long and here the pace of learning becomes too slow. Assessment is not always exploited enough to promote learning. However, the teachers are beginning to provide more effective guidance and practical targets for pupils to improve achievement.

Curriculum and other activities

Grade: 3

The school's overall curriculum is satisfactory. For the Foundation Stage it is good and based firmly and effectively on each of the areas for learning. For older pupils it is enriched by the teaching of French. A long-term plan provides guidance for the teachers and helps to ensure variety from year-to-year in the mixed age classes. Substantial time is devoted to English and mathematics and there are lessons for teaching the skills of ICT. Provision for these subjects is improving, but it is not yet uniformly good. Pupils' literacy, numeracy and ICT skills are not sufficiently built on or extended by their application in other lessons. The pattern of the school day provides sufficient time, but this is not always used well, with some lessons being over long. The curriculum is complemented well by a considerable and valuable programme of activities and events including sport, music, visits and visitors such as a poet in residence. These are popular and provide good additional opportunities for the pupils to learn.

Care, guidance and support

Grade: 2

The school provides good care, guidance and support for the pupils through a strong commitment to inclusion and close day-to-day attention to the needs of individuals. Pupils who have learning difficulties and disabilities are identified early and detailed plans are followed to ensure support and progress. The learning needs of others receive improving attention as the school's assessment arrangements are developed. In some classes they are met well. A programme of personal, social and health education builds well on pupils' understanding of important topics including health, relationships and

safety. The school's safeguarding of pupils is good and procedures for the recruitment of adults are secure. There are well organised child protection arrangements and sound risk assessments are made for activities in and out of school. Steps are being taken in conjunction with the local authority to improve pupils' attendance. The school's policies and procedures, the attention of the staff and the good behaviour and attitudes of the pupils create a climate in which learners can thrive.

Leadership and management

Grade: 2

Leadership and management are good. The headteacher has steadily and successfully projected high expectations, promoted helpful change and inducted skilful new teachers. These new staff have brought fresh ideas and energy to the school. The headteacher monitors and evaluates the work of the school systematically. She is well aware of the variations that remain in the quality of education across the school. The staff have worked together at self-evaluation but have overestimated the quality of provision. However, they have accurately identified many of the matters most needing attention. The governing body is well organised and has high expectations of the school. Good use is made of other agencies, and a local federation of schools, to enrich provision, support pupils who have additional learning needs and promote staff development. The teachers take a lead in managing subjects and other areas of the curriculum, though this part of their role is not yet fully developed. However, they provide the school with a satisfactory capacity to make further improvements. Improvement planning is used systematically to enable the small staff to manage change. There have been significant improvements since the previous inspection. The new buildings and resources enable many more opportunities for the pupils to take responsibility and for the staff to provide demanding work. The school operates smoothly from day-to-day. Financial management is sound and the school provides satisfactory value for money.

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Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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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?	3
How well does the school work in partnership with others to promote learners' well-being?	2
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	3
The capacity to make any necessary improvements	3
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

How well do learners achieve?	3
The standards ¹ reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	3
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	1
The attendance of learners	3
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	3

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3
How well do the curriculum and other activities meet the range of needs and interests of learners?	3
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	3
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	3
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
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

9 November 2006

Dear Children

Waldringfield Primary School, Cliff Road, Waldringfield, Suffolk, IP12 4QL

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 quite well, and some things really well. I particularly liked the way:

- you are kind and helpful to everyone around you
- your teachers look after you
- the school teaches you the right things and lets you join in clubs and sports
- you all settle down quickly to work
- the children in Class 1 enjoyed their work
- the older children are taking advice to make their work better
- your teachers are working to make the school a better one.

Your headteacher, Mrs Ashford, and the governors are doing a good job to improve the school. I have asked them to do a few things to make your school a really good one:

- to give you more really good lessons about writing and numeracy
- to make sure you all have work that's interesting and a bit harder to help you to learn faster
- to make some long lessons a little shorter.

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