



Kyson Primary School

Inspection Report

Unique Reference Number 124628
Local Authority SUFFOLK
Inspection number 293059
Inspection dates 5–6 December 2006
Reporting inspector Robert McKeown HMI

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

Type of school	Primary	School address	Peterhouse Crescent
School category	Community		Woodbridge
Age range of pupils	3–11		Suffolk IP12 4HX
Gender of pupils	Mixed	Telephone number	01394 384481
Number on roll (school)	377	Fax number	01394 388469
Appropriate authority	The governing body	Chair	Mr M Green
		Headteacher	Miss E J Brown
Date of previous school inspection	5 February 2001		

Age group	Inspection dates	Inspection number
3–11	5–6 December 2006	293059

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Introduction

The inspection was carried out by one of Her Majesty's Inspectors and two Additional Inspectors over two days.

Description of the school

Kyson is a larger than average primary school. Almost all pupils are from White British backgrounds. The percentage of children entitled to free school meals is about average. The number of pupils with learning difficulties and disabilities is typical for this size of school. Five pupils have a statement of special educational need. Two children are at the early stages of speaking English. Children enter a Reception class in the term in which they are five. They start school with attainments that are below those expected of children nationally.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

Kyson is a popular and well regarded school which provides a good quality education for its pupils. The overwhelming majority of parents are pleased with the education their children receive. This is summed up in one of the many very positive comments parents made about the school, 'Kyson Primary School provides a really positive, caring and happy environment where there are opportunities for all children to learn and develop'.

Pupils' personal development is outstanding. Pupils enjoy coming to school very much. They are extremely well behaved, polite and welcoming to visitors. Relationships between staff and pupils are excellent and this means pupils' attitudes to learning are very positive. Older pupils are proud to take on responsibilities to help the school run smoothly. They are extremely good ambassadors when they meet parents or represent the school at events in the local community. Pupils have an excellent understanding of how to adopt healthy life styles through regular exercise and healthy eating.

Pupils make good progress as they move through the school. In all but one of the last five years, Year 6 pupils left the school with standards that were higher than those found nationally. Children make good progress in the Reception classes where the provision is very good. Pupils continue to make good progress in Key Stage 1 and particularly in Year 2, where the teaching is consistently strong. Progress in Key Stage 2 continues to be good. Standards reached by pupils at the end of Year 6 are usually above the national averages, although they dipped in 2005. The school took action to remedy this and results improved in 2006.

Pupils make good progress because teaching is predominantly good and sometimes outstanding. Teachers plan interesting learning experiences that capture pupils' interests. Work is well matched to pupils' needs and teaching assistants support pupils well, especially those with learning difficulties. Teachers' marking normally gives good feedback to pupils on how well they have done but does not yet consistently tell them what they need to do next to improve further.

The curriculum is good and the school often succeeds in its aim to make it 'exciting and innovative'. Practical experiences and activities are used well to stimulate pupils' interest and excite them in their learning. High quality specialist teaching in physical education, art and French is extending and enriching the curriculum most effectively. The curriculum is adapted well to enable pupils with learning difficulties and disabilities to succeed. All staff care for pupils very well and safeguarding procedures are robust. A strong emphasis is placed on developing pupils' self esteem and confidence.

The headteacher and key members of staff provide good, purposeful leadership and management. The leadership team has a secure understanding of the school's strengths and what needs to be improved. The school runs smoothly and staff work well together. Several different approaches to tracking pupils' progress, mostly in aspects of English and mathematics, have been introduced. However, there is no whole school system for monitoring standards and achievement to enable the leadership team to monitor pupils' progress across the school. Governance is good. Governors keep a close eye

on the school's performance and, for example, ensure parents' views are audited and acted upon. The school offers good value for money and has a good capacity to improve further.

What the school should do to improve further

- Establish a whole school system for tracking pupils' progress which enables the school's leadership team to monitor standards and achievement in the core subjects.
- Establish a consistent system by which all teachers use their assessments and marking to inform pupils about the next steps in their learning.

Achievement and standards

Grade: 2

The 2006 Foundation Stage profile indicated that children reached standards that were within the range expected. Standards were lower in early literacy skills. This has prompted the school to introduce a more consistent approach to teaching reading. In the last two years, pupils in Year 2 have reached standards that are broadly in line with those expected. The proportion of children reaching the higher Level 3 was low in 2005. Following action from the school, the proportion improved in 2006. Progress in lessons indicates that this improvement will continue.

Progress for pupils from Years 3 to 6 is good and results in Year 6 are usually above the national averages. Results in science in 2006 were particularly good and well above national expectations. Improving standards further in mathematics is a priority, as is securing higher proportions of Year 6 pupils reaching the expected Level 4 and higher Level 5 in English and mathematics. By the time pupils reach Year 6 their standards in information and communication technology (ICT) are at least at the expected standard. The school recognises provision for ICT requires further improvement, particularly in Key Stage 1. Pupils with learning difficulties and disabilities make good progress because they receive very good support. The recently arrived pupils who are learning English are also making good progress.

Personal development and well-being

Grade: 1

Pupils' personal development is outstanding and above average attendance reflects their great enjoyment of school. Pupils feel extremely safe and secure. They are confident about sharing their concerns with adults who they know will always listen to them. Growing vegetables in the school garden provides pupils with valuable first hand knowledge about healthy foods. The well established school council gets things done. The council has asked for and secured friendship benches, more playtime equipment and flower tubs. Pupils learn to help others really well by contributing to local community activities and by raising funds for many charities. This term they have filled shoeboxes with gifts for those less fortunate than themselves. Pupils' spiritual, moral, social and cultural development is of an exceptionally high standard. They learn

a great deal about their own and other cultures. Assemblies are used well to promote pupils' spiritual development. Pupils develop a good range of basic skills and sensible attitudes that prepare them well to become valued, positive citizens.

Quality of provision

Teaching and learning

Grade: 2

Teaching and learning are good, with some outstanding practice in the school. A calm and purposeful atmosphere is maintained in lessons because of the way pupils listen and apply themselves to their work. Teachers make it very clear what pupils are going to learn and use resources well to support learning. Pupils are eager to do well and cooperate successfully. In outstanding lessons, pupils learn quickly and teachers use interactive whiteboards well to engage pupils' interest. In these lessons pupils are challenged to explain their thinking and encouraged to assess their own learning. Assessment of children's learning is particularly effective in the Nursery and Reception classes where detailed observations are recorded thoroughly. Teachers do not consistently use their assessments and marking to help pupils with the next steps in their learning.

Curriculum and other activities

Grade: 2

The curriculum is good and it effectively supports pupils' academic progress. Pupils have good opportunities to use their basic skills in literacy and numeracy in other subjects, although there are fewer opportunities to do this using ICT. The school effectively involves parents by sending home a 'Learning Poster' at the beginning of each term, which attractively sets out the work that their children will cover. Throughout the school there is a wide range of activities provided outside the school day which are very well attended by pupils. Over a quarter of pupils learn a musical instrument and a good number play together well in a large orchestra. This range of activities helps to foster pupils' extremely positive attitudes. The programme of personal, social and health education effectively promotes pupils' excellent personal development.

Care, guidance and support

Grade: 2

The care, guidance and support of pupils are good. Provision for all aspects of pupils' safety and well-being are thorough and well maintained. Secure safeguarding and child protection procedures are in place. All adults provide good and consistent role models for pupils. Pastoral care is very good, and this leads to pupils' excellent personal development and relationships. Pupils with particular needs, such as those with learning difficulties, are looked after well. Their needs are carefully assessed and effective support is provided to enable them to make good progress. Procedures for ensuring

that all pupils understand how to improve specific areas of their work are not yet consistent across the school.

Leadership and management

Grade: 2

Leadership and management are good. The headteacher leads the school very well, ably supported by a strong leadership team. The school improvement plan accurately records the main development priorities but does not include enough precise targets to judge the success of the actions taken. Subject leaders make useful periodic reviews of provision that they share with governors. These reports give a suitable indication of the quality of provision but do not focus enough on the outcomes for pupils. There is no whole school system for tracking pupils' progress, which enables the school's leadership team to monitor standards and achievement in the core subjects.

Members of the leadership team make regular observations of teaching and learning, which have helped to improve the teaching and learning. The management of the support for children with learning difficulties and disabilities is very good. Pupils benefit from active support in lessons and in specific intervention groups such as the 'gym trail'. The governing body exercises its responsibilities well and governors give the school good support. Governors make periodic visits to the school but there are no formal records that might inform improvement.

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?	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	2
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?	1
The extent of learners' spiritual, moral, social and cultural development	1
The behaviour of learners	1
The attendance of learners	2
How well learners enjoy their education	1
The extent to which learners adopt safe practices	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners make a positive contribution to the community	1
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?	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

7 December 2006

Dear Children

Kyson Primary School, Peterhouse Crescent, Woodbridge, Suffolk, IP12 4HX

Thank you for making us feel so welcome when we visited your school. We really enjoyed the two days we spent with you.

We were very impressed with your behaviour and the way you work together. Everyone was very polite and helpful. Miss Brown and the teachers make sure that everyone does their best to make your school a good place in which to learn, so that you make good progress. All the adults care for you very well and keep you safe. Your teachers organise interesting lessons so that you enjoy your learning. We were pleased to see you making good progress in the art, dance and French lessons.

We enjoyed talking to you about the things you do at Kyson. There are many good things going on. You have many good clubs to go to after school. We were very impressed with the orchestra. We liked the idea of having learning posters so your parents can see what you are doing in lessons. The school council is doing a very good job representing your views and thinking up ways in which the school can be improved. Well done to Year 6 children who help the school run smoothly. The governors are very impressed by the way you represent the school so well.

Before we left, we asked Miss Brown to keep a close eye on how well you are doing in your English, mathematics, science and ICT work. We also asked your teachers to work together to help you understand what you need to do next to improve your work.

You have a lot to look forward to in the years ahead at Kyson. Make sure you do your best and enjoy every minute.

With best wishes

Rob Mckeown

(Her Majesty's Inspector)