



Eyke Church of England Primary School

Inspection Report

Unique Reference Number 124730
Local Authority SUFFOLK
Inspection number 293093
Inspection dates 24–25 January 2007
Reporting inspector Gulshanbir Kayembe

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

Type of school	Primary	School address	Eyke
School category	Voluntary controlled		Woodbridge
Age range of pupils	4–11		Suffolk IP12 2QW
Gender of pupils	Mixed	Telephone number	01394 460328
Number on roll (school)	124	Fax number	01394 420004
Appropriate authority	The governing body	Chair	Mrs S Marr
		Headteacher	Mrs L Dakin
Date of previous school inspection	27 May 2002		

Age group	Inspection dates	Inspection number
4–11	24–25 January 2007	293093

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Introduction

The inspection was carried out by one Additional Inspector.

Description of the school

This is a small Church of England school serving the village of Eyke and surrounding areas. The number on roll is falling due to the opening of a new school nearby in Rendlesham. The proportion of pupils eligible for free school meals is low. The proportion who have learning difficulties and disabilities is a little above average. The majority of pupils are White British with a few from other ethnic, White or mixed heritage. None speaks English as an additional language. When pupils begin in Reception, their skills and knowledge are broadly as expected for their ages. Over recent years there has been some staffing instability and a high turnover of teaching staff. Two new teachers joined the school in September 2006.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

The school's effectiveness is satisfactory and improving. It provides satisfactory value for money. Standards are broadly in line with national averages by the end of both Key Stage 1 and 2 and pupils make steady progress. There has been a trend of improvement in the proportion of pupils reaching the expected level in national tests taken by the end of Year 6. Standards in writing across the school are not as good as in reading. Many pupils find writing hard and are not always clear about what they need to do to improve. The school acknowledges that able pupils could achieve better results at the end of both key stages.

Following improved stability in staffing, the quality of teaching is now good. As a result, pupils are beginning to make better progress in lessons. This good teaching has not yet been in place long enough to turn around a historic trend of satisfactory achievement and average standards. The quality and standards of education in the Foundation Stage are satisfactory. Teaching in the Reception class is good, but key aspects such as curricular provision and assessment are still being developed by the new co-ordinator.

Pupils' personal development and well-being, including their spiritual, moral, social and cultural development, are satisfactory. Behaviour is good and attendance satisfactory. Pupils like school but tend to enjoy practical subjects, such as art, music and sports, more than literacy, numeracy and science. Their interest reflects the good quality of provision in art, music and sports. Pupils do not always demonstrate good listening skills. They occasionally lose concentration and become somewhat restless in lessons. The curriculum is satisfactory. There is good take-up of extra-curricular sporting activities and pupils have a sound understanding of healthy eating and keeping fit. Pupils' contribution to the community is satisfactory and they are satisfactorily prepared for the next step in education and future life. The school takes good care of pupils and they feel safe.

Leadership and management are satisfactory. Many staff are new to their management roles. A new senior management team was established in September 2006 and members of the team are making good progress in developing effective systems for school management. This has ensured that educational provision across the school is at least satisfactory. The team has not yet been in place long enough to have a more marked impact on the overall effectiveness of the school. Governors provide good support to the school. The school has a reasonably accurate grasp of its strengths and weaknesses but it has a more positive view of how well it is doing than inspection evidence supports. This is because self-evaluation is not based on sufficiently rigorous analysis of the impact of the school's provision on outcomes for pupils. With the improvement shown since the last inspection, and the commitment of staff and governors, the school is satisfactorily placed to continue to improve.

What the school should do to improve further

- Develop provision for able pupils so that more attain the higher levels in literacy and numeracy.
- Make writing more interesting and ensure that pupils know what to do to improve in order to raise the standards of written work across the school.
- Develop pupils' listening skills so that they demonstrate better concentration and interest in lessons and assemblies.
- Establish a rigorous system of monitoring and evaluation which involves all staff with management responsibilities so that the school has a realistic view of how well it is doing and the impact it is making on school effectiveness.

Achievement and standards

Grade: 3

There has been a trend of average standards in English, mathematics and science by the age of 11 over the past few years. Standards by the age of seven have fluctuated a little more but have tended to be broadly in line with national averages. Whilst the school has improved the proportion of pupils gaining the expected levels in national tests, too few pupils reach the higher levels in literacy and numeracy. Achievement is satisfactory though the good teaching is beginning to improve this picture. There are clear indications that pupils are beginning to make good progress in lessons. Pupils who have learning difficulties and disabilities achieve as well as others, as do the small number from minority ethnic backgrounds. Standards in writing, particularly spelling, grammar and punctuation, are significantly lower than in reading. Boys make slightly more rapid progress, especially in reading, than do girls. Standards in art and music are good. Most children in the Foundation Stage reach the standard expected for their age.

Personal development and well-being

Grade: 3

Pupils behave well, taking care not to hurt themselves or others, and this contributes to the sense of safety that pupils feel. Bullying is rare and is dealt with appropriately should it occur. Although most pupils behave well in lessons and around the school, many fidget or chat in lessons or assembly. This distracts others when trying to work. Most pupils have a secure understanding of healthy lifestyles and many enjoy the healthy school lunches. However, over half have packed lunches and these often contain unhealthy snacks. Most pupils attend regularly though the attendance level shows a downward trend, largely because parents take their children on holiday during term time. The school is addressing this. Pupils are articulate and share their ideas and views thoughtfully. The school council provides satisfactory opportunities for older pupils to make suggestions for improvement. Younger pupils are not yet involved, and the council tends to be teacher led. Personal and social development in the Foundation Stage is satisfactory. Standards in literacy and numeracy make a satisfactory contribution to the development of pupils' future economic skills.

Quality of provision

Teaching and learning

Grade: 2

The quality of teaching and learning is good and there is some outstanding teaching. Lessons are planned, prepared and structured well. Teachers make good use of questioning to help pupils grasp key ideas as well as to check their understanding. They make good use of interactive whiteboards to present information or demonstrate how to solve problems. However, they do not always involve pupils enough in using these. Relationships between teachers and pupils are good and this means pupils willingly co-operate with staff. Support staff are used well to help lower attainers and those who have learning difficulties and disabilities. Books are marked regularly and there are detailed comments though these are not always sharply enough focused on what pupils need to do to improve.

Curriculum and other activities

Grade: 3

The school provides a satisfactory curriculum that meets the range of needs and interests of pupils. There is effective provision for pupils who have learning difficulties and disabilities and a sound range of programmes to support them in literacy and numeracy. Provision for more-able pupils is limited. The school is beginning to develop cross-curricular links between subjects.

The range of extra-curricular and enrichment activities, especially for art, music and sports, is good and contributes well to pupils' personal development, interest and enjoyment. The programme for personal and social development is satisfactory. All the required areas of learning for the Foundation Stage are taught. Because of the drop in the number on roll, Reception children are now taught with Year 1 pupils, and good progress is being made to establish a curriculum that suits the needs of both age groups. The school has improved the outdoor area for children under five since the last inspection but it continues to require further development.

Care, guidance and support

Grade: 3

Care, guidance and support are satisfactory. All required checks for ensuring the safety of children are in place. Pupils who have learning difficulties and disabilities are effectively supported and they have clear targets for improvement in their individual educational plans. The school makes good use of external support agencies. Systems have recently been put in place to track pupils' progress and check how well they are doing compared with their performance in previous years. These are beginning to be used effectively to identify underachievement. Targets cards, which identify what pupils need to do to improve, have been prepared in literacy and numeracy but have yet to be shared with them. Though reports to parents identify targets for improvement,

pupils do not know what these are because they are not referred to regularly enough by teachers.

Leadership and management

Grade: 3

The headteacher and chair of governors have a clear direction for the future development of the school. The headteacher has encapsulated well the areas for improvement in the school development plan. At present, monitoring and evaluation are not firmly established in the work of the school. However the school is largely accurate about where improvement is needed, though it tends to be over generous in how it rates itself.

Recently appointed staff are making good progress in developing their new roles. They work independently and on their own initiative to identify the developments needed in their areas. The special needs co-ordinator has, for example, ensured that individual educational plans are in place for pupils who have learning difficulties and disabilities, and class teachers have all the required information to enable them to support such pupils in their classes. The Foundation Stage co-ordinator is setting up systems for assessment and making links with local nurseries and playgroups. Whilst these initiatives are positive and contribute to school improvement they have yet to have full impact on pupils' achievement and standards.

Governors work effectively. They have a clear strategic overview of the school but have not, as yet, established strong enough oversight of the school's more detailed work. Finances are well managed and the school is well resourced.

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	3
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	3

Personal development and well-being

How good is the overall personal development and well-being of the learners?	3
The extent of learners' spiritual, moral, social and cultural development	3
The behaviour of learners	2
The attendance of learners	3
How well learners enjoy their education	3
The extent to which learners adopt safe practices	2
The extent to which learners adopt healthy lifestyles	3
The extent to which learners make a positive contribution to the community	3
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?	2
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?	3

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?	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
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	3
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	3
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

29 January 2007

Dear Pupils

Eyke Church of England Primary School, Eyke, Woodbridge, Suffolk IP12 2QW

I enjoyed visiting your school very much and most of all I enjoyed visiting your classrooms and talking to you. I would like to thank you very much for making me feel welcome. I am pleased to say that the school provides a satisfactory quality of education.

I saw a number of things that were good including ways in which you help to make the school a better place:

- Most of you behave well and work and play safely.
- You are good at giving your views clearly and articulately.
- The teaching in the school is good.
- The school makes good provision for art, music and sports and you enjoy these subjects.
- The school works well with outside agencies to make sure you are well supported.

There are some things that could be better. These include:

- More of you reaching the higher levels in literacy and numeracy.
- Improving your writing and enjoying it more.
- Being more attentive in lessons and assemblies.
- The school checking more carefully how well it is doing.

You can certainly help to improve the school by continuing to work hard and following teachers' advice when they tell you what you need to do to improve your work.

I wish you all well in the future.

Gulshan Kayembe

Lead Inspector