



Sproughton Church of England Voluntary Controlled Primary School

Inspection Report

Unique Reference Number 124752
Local Authority SUFFOLK
Inspection number 293101
Inspection dates 11–12 September 2006
Reporting inspector Cheryl Thompson

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

Type of school	Primary	School address	Church Lane
School category	Voluntary controlled		Sproughton, Sproughton
Age range of pupils	4–11		Ipswich, Suffolk IP8 3BB
Gender of pupils	Mixed	Telephone number	01473742182
Number on roll (school)	102	Fax number	01473742182
Appropriate authority	The governing body	Chair	Mr Simon Curl
		Headteacher	Mrs Jane Needle
Date of previous school inspection	11 July 2001		

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Introduction

The inspection was carried out by an Additional Inspector.

Description of the school

Sproughton Primary is smaller than most schools. The school serves the local village and beyond, and almost all pupils are White British. Pupils come from relatively advantaged backgrounds. Attainment on entry is above that typical for the age group. A below average proportion of pupils have learning difficulties.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 4

In accordance with section 13 (3) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires special measures because it is failing to give its pupils an acceptable standard of education and the persons responsible for leading, managing or governing the school are not demonstrating the capacity to secure the necessary improvement in the school. Sproughton Primary has many positive features. Parents are very supportive of the school and are valued by staff for the important part they play in their children's education and the help they give in school. The school provides good pastoral care for its pupils and helps them develop into thoughtful and responsible young people. Pupils' personal development is good. They are well behaved, love coming to school and are keen to work, even when lessons are uninspiring. Relationships throughout the school are good so that pupils feel safe and confident that they can turn to an adult for help. However, the quality of provision in English, mathematics and science is not good enough. There has been insufficient improvement since the last inspection, indeed, standards and many areas of the school's work have steadily declined. As a result, pupils are not making the progress of which they are capable. Whilst standards are broadly average, they are not high enough for pupils who start in Reception with levels of ability above, and often well above, those typical for their age. There are two main reasons for this underachievement. Firstly, with the exception of the Year 5/6 class, teaching and learning are unsatisfactory because teachers do not have a clear understanding of what their pupils know, understand and need to learn next. Consequently, when they plan lessons they do not cater for pupils' different ability levels which means that more able pupils are not stretched and those who find learning difficult do not always have the right work and help. The provision for Reception children is unsatisfactory because they are not provided with the breadth of learning opportunities required in the Foundation Stage. Although the headteacher provides a good role model with her high quality teaching, there is no system in place for monitoring and evaluating teaching and learning across the school. As a result, the school has no clear picture of the overall quality of this important aspect of its work. The school has no system for keeping track of pupils' progress as they move through the school, so senior managers are unable to judge if progress matches individual learning needs. The new headteacher has been in post for one year. She has brought about good improvements in the pupils' behaviour, helping teaching assistants develop their skills and day-to-day school organisation. Standards in the national tests at the end of Year 6 in 2006 rose mainly because of her involvement in teaching these children. The school has judged its effectiveness as satisfactory, but the weaknesses identified by the inspection do not substantiate this judgement. The headteacher has a satisfactory understanding of the schools' strengths and areas to improve, as demonstrated in the new school improvement plan which shows how the school intends to address many of the inadequate elements of the school's work identified by the inspection. However, other senior staff lack the leadership and management skills needed to support the headteacher in moving the school forward. In view of the lack of a skilled team around her, it will be extremely difficult for the headteacher to make the crucial improvements

at a rapid enough rate to have a sufficient impact on pupils' achievement. Therefore the capacity for further improvement is unsatisfactory. The school is not providing value for money.

What the school should do to improve further

- Raise standards and achievement by improving the quality of teaching so that work matches pupils' abilities.
- Put in place robust systems for tracking pupils' progress.
- Put in place regular and robust systems for monitoring teaching and learning.
- Improve the provision for Reception children.

Achievement and standards

Grade: 4

Standards attained by pupils in Year 6 and Year 2 in national tests are broadly average but have declined in recent years, especially in writing. The school sets targets for pupils' attainment at Year 6 and these are generally met. However, the assessment information on which these targets are based is not secure enough to ensure that these are sufficiently challenging. On entry to Reception, children's levels of skills and understanding are above, and often well above those expected for their age. They are very confident, articulate and have well-developed social skills and a keenness to learn. Nearly all have a good knowledge of letter sounds and basic numeracy when they start at Sproughton. From their starting point, pupils of all abilities underachieve as they move through the school. The standards attained are not high enough. For example, although standards in Year 6 improved in the 2006 national tests, they remained around average except in mathematics where they are above average. This same group of pupils had attained exceptionally high standards in reading and mathematics in their Year 2 tests, which demonstrates lack of sufficient progress as they moved between Year 2 and Year 6. Inspection evidence shows standards of work in the current Year 6 to be broadly average but listening to pupil's discussions about their work and talking to them shows that their ability is not always reflected in their work. Standards of handwriting and presentation throughout the school are not good enough. Very few of the older pupils have a joined, fluent and legible handwriting style.

Personal development and well-being

Grade: 2

This area of the school's work has many strengths. Pupils' spiritual, moral, social and cultural development is good. They enjoy school and all it has to offer and demonstrate this through their good attendance rate and high take up rate for clubs and sports activities. Even when lessons lack pace and are uninspiring they remain well behaved and keen to learn. Pupils develop adequate skills, such as reading and writing to equip them for their future but the pace at which they acquire these skills is not good enough and they do not always reflect pupils' abilities. Older pupils enjoy taking responsibility around the school and for helping the younger ones. Team leaders show very mature attitudes when they help to mediate in minor disagreements between pupils at

playtimes. The school council has a positive impact on school life and the care provided within it. It organises many fund raising events for local and national charities. Pupils develop a good understanding of how to lead a healthy life style and stay safe through a programme of personal, social and health education as well as cycle proficiency training and visits from the police and fire service. Pupils' involvement in the Eco project has given them a good understanding of the need for sustainability and recycling.

Quality of provision

Teaching and learning

Grade: 4

Teaching and learning are inadequate except for Years 5 and 6, where it is lively and mainly tailored to pupils' abilities. In other classes, this is not the case. Lessons lack pace and pupils are not told what they are expected to be learning. Teachers are not skilled enough in assessing their pupils' work and making sure their planning identifies what they need to learn next. There is an over-use of reading and spelling tests but little use is made of the outcomes.

Curriculum and other activities

Grade: 3

The curriculum is satisfactory overall but unsatisfactory for the Foundation Stage (Reception). There are good opportunities for pupils to take part in a wide range of clubs and sporting activities, including inter-school competitions.

Care, guidance and support

Grade: 4

The school provides good pastoral care for its pupils. Parents are very pleased with the care provided. Pupils are known well by all staff so that any signs of distress are very quickly noted. Suitable child protection procedures are in place and the headteacher makes sure that anyone working with pupils is police checked. There is inadequate provision for guiding and helping pupils achieve high standards. Pupils' progress is inadequately monitored as they move through the school so that too many do not make good enough progress. In their day-to-day work, pupils have no targets to help them know what to do to improve their work.

Leadership and management

Grade: 4

Through teaching across the school, analysis of the school's data and some evaluation of the pupils' learning, the headteacher has developed a sound understanding of the strengths and areas for improvement. Within one year she has brought about some

changes for the better, most notably the rise in standards in Year 6, mainly by sharing the teaching of these pupils. Pupils report that behaviour 'has got better and there's no bullying now'. The quality of computer equipment has improved. Performance management is now in place for teachers' professional development. However, there are no systems for checking on the quality of teaching and learning in the school and the senior staff who take responsibility for specific subjects do not check on standards and achievement. Governors are proud of their school but are not yet acting as a 'critical friend' and questioning if the school can do better. Although some outdated learning resources have been removed, the quality and sufficiency of reading scheme books remains poor and the library is unsatisfactory both in its environment and its stock. A system for keeping track of pupils' progress is being introduced, but there is much work to be done to improve teachers' assessment skills before the system can be a useful tool in raising pupils' achievement. Improvement since the last inspection is unsatisfactory. Standards have declined generally and the range of learning activities for Reception children is still not good enough. There is a great deal of work needed to move the school forward to a satisfactory level so that pupils can achieve as well as they should. Given that the headteacher teaches for two days per week and that senior staff have yet to develop their leadership and management skills sufficiently, the capacity to improve at a good enough rate is inadequate.

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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?	4
How well does the school work in partnership with others to promote learners' well-being?	3
The quality and standards in the Foundation Stage	4
The effectiveness of the school's self-evaluation	4
The capacity to make any necessary improvements	4
Effective steps have been taken to promote improvement since the last inspection	No

Achievement and standards

How well do learners achieve?	4
The standards ¹ reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	4
How well learners with learning difficulties and disabilities make progress	4

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	3

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	4
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?	4

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?	4
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	4
How effectively performance is monitored, evaluated and improved to meet challenging targets	4
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	4
How effectively and efficiently resources, including staff, are deployed to achieve value for money	4
The extent to which governors and other supervisory boards discharge their responsibilities	4
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	Yes
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

13 September 2006 Dear Children Sproughton C of E VC Primary School, Church Lane, Sproughton, Ipswich, Suffolk, IP8 3BB Thank you for your warm welcome to the school and for being so friendly and helpful. I enjoyed having lunch with the younger children and talking to Year 6. I was pleased to hear that you enjoy school and the after school clubs I am writing to tell you what I found out about your school. I was impressed by your good behaviour and how older children look after the younger ones. It was good to see how well you got on with your teachers and each other. Taking part in the Eco project has helped you learn a lot about recycling and sustainability. It was good to see you recycling the remains of your fruit and vegetable snacks in the compost bin. I felt that most of you could be making much better progress, especially in English, mathematics and science. I have asked your teachers to help you do this by making sure you are given work that is right for you and that they tell you how you can improve. Your headteacher, staff and governors have been asked to check closely on how well you are doing and to make sure you make good progress. In order for this to happen I felt that your school should have some help, so a different inspector will come to visit soon to see how you are getting on. Thank you again for helpfulness. Best wishes, Cheryl Thompson
Lead inspector