

Haughley Crawford's CofE VC Primary School

Inspection report

Unique Reference Number	124733
Local Authority	SUFFOLK LA
Inspection number	315037
Inspection dates	10–11 January 2008
Reporting inspector	Patricia Cox

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

Type of school	First
School category	Voluntary controlled
Age range of pupils	4–9
Gender of pupils	Mixed
Number on roll	
School	85
Appropriate authority	The governing body
Chair	Mr Neil Weaver
Headteacher	Mrs Clare Farrant
Date of previous school inspection	7 July 2003
School address	Green Road Haughley Stowmarket Suffolk IP14 3QZ
Telephone number	01449673253
Fax number	01449771674

Age group	4–9
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Introduction

The inspection was carried out by one Additional Inspector.

Description of the school

Almost all of the pupils in this smaller than average school are from White British backgrounds and have English as their first language. The proportions of pupils with learning difficulties and/or disabilities, and of those who are entitled to free school meals, are below average. The number of pupils at the school has been falling in recent years. Most children have pre-school experience before starting in Reception. Their attainment on entry varies from year to year but is generally similar to that expected nationally.

The school is going through a period of transition. There has been a considerable turnover of staff in the past eighteen months, including a new headteacher. Most of the teachers are temporary. The classes have been rearranged this term; pupils in Year 1 had previously been taught together in the morning but have been split so that some are with the Reception class while others are with pupils in Year 2. Some of the Reception children attend part-time and a few have only just started to attend full-time. The possibility that the school may become a primary school, taking pupils aged four to 11, is currently part of a local authority programme of consultation.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

This satisfactory school has a caring and supportive atmosphere. Leadership and management are satisfactory; the headteacher has done well to maintain stability and develop teamwork through a period of disruption. Teachers, although all part-time or in temporary positions, have taken on heavy responsibilities in order to continue the planned developments. They are working with enthusiasm to improve their leadership and management skills, although these are at a relatively early stage at present. The school's evaluation of its own effectiveness is mainly accurate, although it is not always sufficiently rigorous. Action to bring about the necessary improvements is largely effective, for example in developing the procedures for assessing pupils' progress and the accuracy of the judgements. There is therefore satisfactory potential for further improvement. Parents are mostly supportive of the school, although a few expressed concerns about pupils' behaviour and class changes. The school is aware that recent class alterations will need to be monitored carefully.

As a result of satisfactory teaching, pupils' achievement is satisfactory. Teachers use some resources imaginatively, information and communication technology (ICT) being a key part of their teaching and pupils' learning. They are beginning to use assessments to plan work for the range of age and ability in their classes. However, there is still some way to go in ensuring that expectations are high enough for all pupils and that all have work that matches their needs consistently. In Key Stage 1, standards in reading, writing and mathematics vary from year to year but overall match the national average at the end of Year 2. Pupils continue to make satisfactory progress through Key Stage 2 and standards in English, mathematics and science are broadly similar to those expected by the end of Year 4. However, throughout the school, the boys do not make as much progress as the girls in English, and the reverse is the case in mathematics. The curriculum is satisfactory and the interesting developments in linking subjects together are adding to pupils' real enjoyment of school. The adequate range of activities outside the school day also contributes to their pleasure. However, pupils do not have sufficient opportunity to write in other subjects.

The school provides a satisfactory level of care, guidance and support to its pupils. Through its good pastoral support systems, it has recently been working hard to improve their attitudes, their ability to work together and to take turns. Pupils' behaviour is satisfactory; they mostly behave well in class and around school, but are occasionally unkind to each other and there is some over-boisterousness in the small playground. They have a sound understanding of how to live healthily but this is not always reflected in the contents of their lunchboxes. Pupils develop satisfactory skills for the next stage of their education and their later lives, through the progress they make and their satisfactory personal development. Academic support and guidance are satisfactory; pupils have targets for their work in writing, which they understand. These help them to see what they need to do to improve.

Effectiveness of the Foundation Stage

Grade: 3

The children in the Foundation Stage make satisfactory progress. Staff are coping soundly with the brand new arrangements for them and for the Year 1 pupils. There is a suitable balance of adult-led and independent activities. Children were very excited by their visit to the pantomime and the opportunities they had to explore and develop their own role-play afterwards. Routines are being established securely and children mostly understand them. They behave satisfactorily,

although they are a little fussy at times. Standards are similar to those expected; many are articulate and talk together purposefully about the activities they are sharing.

What the school should do to improve further

- Ensure that boys' achievement in English is similar to that of the girls and that girls do as well in mathematics as the boys.
- Improve the quality of teaching by raising expectations and ensuring that teachers use the results of ongoing assessments to meet the needs of the differing age and ability in the class.
- Develop leadership and management skills at all levels, through more rigorous evaluation of the school's work and the impact of initiatives, and by linking further developments more closely to those evaluations.
- Improve pupils' personal development by building on the work already started to improve their attitudes to, and respect for, others.

A small proportion of schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Achievement and standards

Grade: 3

Standards in most years are close to the national average, although they vary from year to year, depending on the pupils' starting points. Attainment in reading, writing and mathematics was above average at the end of Year 2 in 2006, especially in reading, where standards were exceptionally high. In 2005 and 2007, standards were similar to the national average. By the end of Year 4, pupils have generally made satisfactory progress and standards are similar to those expected. Pupils with learning difficulties and/or disabilities make satisfactory progress because they receive suitable support.

Personal development and well-being

Grade: 3

Pupils' spiritual, moral, social and cultural development is satisfactory and enhanced by the school's close association with the church. Their appreciation of other cultures is built on by such experiences as the visit of African drummers, which they particularly enjoyed. However, their knowledge of life in a multicultural society is limited. They say that there is occasional bullying but that it is dealt with suitably if it occurs. Their attendance is good. The school develops their understanding of how to stay safe through such experiences as road safety lessons. However, in practice pupils do not always have enough awareness of each other in the playground and therefore there are occasional collisions or bumps. Pupils contribute to the community through, for example, charity collections. The school council makes some useful suggestions about how the school could be improved but is at an early stage in taking a leading role. Pupils are taking more responsibility for their own learning, although some tend to be rather passive and reliant on adults. Their work is not presented as neatly as it could be.

Quality of provision

Teaching and learning

Grade: 3

There are good relationships between adults and pupils. Teachers have secure subject knowledge. They use some interesting methods and resources, such as the interactive whiteboards, to catch and hold pupils' attention and involve them in lessons. They are coping satisfactorily with the very recent rearrangements of the classes. Their enthusiasm is infectious: it often helps to maintain the pace of lessons, although this sometimes slows. The school's improving assessment information is supporting teachers in planning lessons, although this strategy is not yet consistent. Consequently, the younger pupils or the more able do not have work that is matched well enough to their needs. Teachers have a broad understanding of what they want their pupils to learn and share the purpose of the lesson with them, although on occasion this is not sufficiently clear. As a result, the activities do not help pupils to make as much progress as they could. Their skills in writing are not developed sufficiently, particularly because they have too few opportunities to write for themselves, due to the overuse of worksheets. Pupils mainly concentrate on their work but a few try to shout out rather than waiting their turn.

Curriculum and other activities

Grade: 3

The recent developments have good potential for improvement and the addition of French to the Key Stage 2 curriculum has extended pupils' experience. The school is aware that its current developments will need to be monitored carefully to ensure that the full National Curriculum is still covered. This is because although there is sufficient time in the school week to cover the curriculum fully it is not currently used as efficiently or purposefully as it could be in Key Stage 2. This leads to some imbalance and some subjects receiving less time than others which the school recognises and is addressing. The personal, social and health education curriculum is satisfactory and gives pupils a sound understanding of the dangers of drugs and alcohol.

Care, guidance and support

Grade: 3

The school takes good care of pupils' emotional and physical needs and they appreciate how well they are looked after. They say that the staff are always kind to them and that there is always an adult that they can turn to for support if they are upset or in difficulties. The school has all the necessary systems in place to ensure that pupils are safe and carries out appropriate risk assessments. The academic assessment systems are satisfactory and developing well. These are used adequately to set targets in writing, but not yet in other subjects. The older pupils have the opportunity on occasion to assess each others' work, which they find valuable and supportive. The marking of their books is inconsistent; it is sound and improving well in English in one class but not as effective in other books.

Leadership and management

Grade: 3

The headteacher has a clear vision for the future of the school and, in particular, how it can develop if it becomes a primary school. Many appropriate priorities have been identified, but

planning for improvement is not always sufficiently linked to the school's self-evaluation. Governance is satisfactory; governors have a sound understanding of the school and its priorities. They support it and hold it to account. They are also in a period of transition, and find it hard to attract parent representatives.

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

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 extent to which learners adopt healthy lifestyles	3
The extent to which learners adopt safe practices	3
How well learners enjoy their education	2
The attendance of learners	2
The behaviour of learners	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?	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?	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.

Annex A

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 leaders and managers use challenging targets to raise standards	3
The effectiveness of the school's self-evaluation	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

12 January 2008

Dear Children,

Inspection of Haughley Crawford's CofE VC Primary School, Haughley, IP14 3QZ

Thank you for looking after me so well when I visited your school last week and for the conversations we had together. I enjoyed meeting you and thought you'd like to know what I found out about your school.

I was pleased to hear that you really enjoy school and like your teachers, and I am very pleased that you come to school regularly and on time. I could see that many of you were trying hard to settle into your new classes and to get used to your new teachers. Mrs Farrant and the staff are working hard to make sure that the school gets better for you. I've asked them to try to find out more about how well you're doing so that they can make this happen faster.

You make the same kind of progress in your work as most other children do, although the girls need to work harder at maths and the boys should be working harder in their English. I've asked the teachers to help you to do this and to make sure that the work is just right for you, so that it isn't too hard or too easy. A lot of what you do is fun and many of you have clubs you can go to after school.

There are other things you can do to help. Although most of you behave well in class, there are some children who shout out and don't wait for their turn. I think everyone would get on faster if they were quiet and put their hands up. I was surprised to find out that some of you are a little bit unkind to other children, so it would be a very good idea if you think about what you're going to say first, before you speak. I know your playground is rather small but a few of you tear around and don't look where you're going; if you were calmer and looked out for other children more there wouldn't be so many bumps! I'm absolutely sure you can do this if you really try.

Best wishes for the future

Pat Cox

Lead inspector