

## Mellis Church of England Voluntary Controlled Primary School

### Inspection report

---

<b>Unique Reference Number</b>	124737
<b>Local Authority</b>	Suffolk
<b>Inspection number</b>	315038
<b>Inspection date</b>	18 November 2008
<b>Reporting inspector</b>	John Messer

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

---

<b>Type of school</b>	Primary
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School (total)	126
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Kevin Bix
<b>Headteacher</b>	Mr R Cattermole
<b>Date of previous school inspection</b>	7 February 2005
<b>Date of previous funded early education inspection</b>	Not previously inspected
<b>Date of previous childcare inspection</b>	Not previously inspected
<b>School address</b>	Yaxley Road Mellis Eye Suffolk IP23 8DY
<b>Telephone number</b>	01379783376
<b>Fax number</b>	01379783376

---

<b>Age group</b>	4–11
<b>Inspection date</b>	18 November 2008
<b>Inspection number</b>	315038

---

© Crown copyright 2008

Website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

## Introduction

The inspection was carried out by two Additional Inspectors.

Inspectors evaluated the overall effectiveness of the school and investigated the following issues: the quality of provision in the Early Years Foundation Stage (EYFS), pupils' progress in literacy and numeracy and the standards that pupils attain. Evidence was gathered from visits to classrooms, discussions with pupils, staff and governors, scrutiny of pupils' work, analysis of parents' questionnaires and examination of school documentation, including assessment data and the school's self-evaluation. Other aspects of the school's work were not investigated in detail but the inspectors found no evidence to suggest that the school's own assessments, as given in its self-evaluation form, were not justified and these have been included where appropriate in this report.

## Description of the school

This school has five classes and is smaller than most primary schools. It caters for children in the EYFS as well as pupils in Years 1 to 6. Children's attainment on entry is in line with national expectations. Most pupils are from White British backgrounds and a small proportion are from minority ethnic groups. The proportion of pupils who find learning more difficult and/or have disabilities is below average. The proportion of pupils who enter the school part-way through this stage of their education is above average. The school has the Activemark award for promoting physical education.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 1

Mellis C of E Primary School is outstanding. Pupils make outstanding progress and attain standards that are exceptionally high in English, mathematics and science. Pupils' achievement is exceptionally good because teaching is outstanding. Teachers maintain high expectations of pupils' performance and pupils are exceptionally well motivated. They are keen to learn and eager to succeed. A productive, purposeful learning environment has been established in all classes. Relationships between teachers and pupils are excellent. Pupils strive to please in lessons and behave very responsibly around the school. Learning is exciting. One pupil said, 'It's hard to choose a favourite subject because everything is fun.' Teachers make excellent use of interactive whiteboards. In one lesson, a video game provided an exceptionally good stimulus for writing an action story, which appealed particularly to boys. In another, images of a mysterious forest provided great motivation for imaginative writing. Pupils have a good understanding of how to use powerful adjectives and potent adverbs to enrich their writing. Lessons move at a brisk pace and a great deal of learning is packed into a short space of time.

Pupils' outstanding personal development, including their excellent spiritual, moral, social and cultural development, makes a strong contribution to their highly effective learning. Pupils thoroughly enjoy school and attendance is well above average. Pupils are self-assured, confident learners. In one class a candle is lit when pupils need to solve a tricky problem. They know that looking at this will help their concentration. They help each other to improve through thoughtful discussions with their learning partners. They are courteous and sensitive to the needs of others in lessons and within the school community. Pupils have an excellent understanding of the importance of a balanced diet and lead healthy lifestyles.

The rich curriculum includes a wide range of after-school clubs and educational visits to extend learning. Community cohesion and an understanding of different cultures and beliefs are achieved very effectively through visits to many places of worship, including a Hindu temple, a Jewish synagogue, a Sikh gurdwara, an Islamic mosque and a Buddhist retreat. Pupils learn to appreciate and respect the diverse customs of different groups in our society. Links with other schools in Europe help to broaden such understanding. Their excellent personal qualities, coupled with the very high standards they attain, prepare pupils exceptionally well for the next phase of their education and as future citizens.

Outstanding care, guidance and support help pupils to feel safe and secure in school and underpin their learning particularly well. Pastoral care and support are top priority. Academic guidance for pupils is well developed. Pupils have clear individual targets to aim at in literacy and numeracy and they know exactly what they need to do to reach the next stages in their work. Pupils who find learning difficult are given very good support, often by highly skilled teaching assistants, so that they also make outstanding progress.

The headteacher provides excellent leadership and devotes himself wholeheartedly to improving provision for all pupils. The teachers and support staff form a close-knit team who share ideas and spread good practice across the school. Consequently there is a consistency about the teaching that eases transition from one class to the next and promotes the academic and personal development of individuals very effectively. Parents are delighted with the education provided for their children. One commented, 'The school is a very special place and the commitment and professionalism of the staff are outstanding.' Parents particularly appreciate how approachable staff are and how readily they can share any concerns with teachers or

teaching assistants. They also greatly value the attention paid to each individual and the efforts staff make to ensure that all pupils experience success and become confident.

The school's self-evaluation is highly accurate and correctly identifies the most pressing areas for improvement. Leaders set challenging individual targets for pupils' performance and most pupils reach their goals. The school's method of recording pupils' progress is effective, but is not in a format that makes it easy to compare its performance with that of schools nationally. Pupils make excellent progress, but the school has identified the need to measure progress through Years 3 to 6 more precisely and to set year group targets that promote and assure consistent progress for each year group. Governors are very effective. There has been good improvement since the last inspection and the school is in an excellent position to maintain and even improve standards further.

## **Effectiveness of the Early Years Foundation Stage**

### **Grade: 1**

The children love coming to school and scamper happily into class where they quickly blossom and flourish. They receive a warm welcome and enjoy a vibrant learning environment. They get off to a flying start, especially in developing early reading and writing skills. Outstanding teaching helps them to achieve exceptionally well. They join school with the expected levels of skill and by the end of the Reception year, they are exceeding expectations for their age in all areas of learning. The teacher and teaching assistant work in close liaison, which means that expectations of children are consistently very high. Children paint bold self-portraits and share their work with pride, knowing their efforts will be truly appreciated. Their growing sense of right and wrong means they develop a strong sense of justice and they appeal to adults secure in the knowledge that they will be heard. In this environment they are nurtured and valued as individuals.

Children's personal development is excellent. The leader of the EYFS is knowledgeable and has an accurate understanding of how children learn best. Each child's progress is tracked closely and information collected about children's learning is used well to tailor tasks to the needs of each individual. Sessions are planned to take each child forward whatever their capabilities. This meticulous and rigorous system drives each child's exceptional achievement. The provision and use of an attractive, safe and secure outside learning area reflect considerable improvement since the previous inspection. Consequently, a far wider range of activities is planned than previously. Activities, such as drawing around puddles in the rain, enrich children's early understanding of evaporation. The EYFS co-ordinator has a very accurate view of what is working well in the reception class and what she wants to develop further. The school has made a good start in implementing the latest national requirements.

### **What the school should do to improve further**

- Review the use of data and target-setting, to set goals for the amount of progress that each year group makes each year.

**Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).**

## Annex A

## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
---	----------------

### Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	1
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?	1
The capacity to make any necessary improvements	1

### Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	1
How well do children in the EYFS achieve?	1
How good are the overall personal development and well-being of the children in the EYFS?	1
How effectively are children in the EYFS helped to learn and develop?	1
How effectively is the welfare of children in the EYFS promoted?	1
How effectively is provision in the EYFS led and managed?	1

### Achievement and standards

How well do learners achieve?	1
The standards <sup>1</sup> reached by learners	1
How well learners make progress, taking account of any significant variations between groups of learners	1
How well learners with learning difficulties and/or disabilities make progress	1

<sup>1</sup>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.

## Personal development and well-being

<b>How good are the overall personal development and well-being of the learners?</b>	1
The extent of learners' spiritual, moral, social and cultural development	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	1
The extent to which learners enjoy their education	1
The attendance of learners	1
The behaviour of learners	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	1

## The quality of provision

<b>How effective are teaching and learning in meeting the full range of learners' needs?</b>	1
How well do the curriculum and other activities meet the range of needs and interests of learners?	1
How well are learners cared for, guided and supported?	1

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	1
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively leaders and managers use challenging targets to raise standards	1
The effectiveness of the school's self-evaluation	1
How well equality of opportunity is promoted and discrimination eliminated	1
How well does the school contribute to community cohesion?	1
How effectively and efficiently resources, including staff, are deployed to achieve value for money	1
The extent to which governors and other supervisory boards discharge their responsibilities	1
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



## Annex B

### **Text from letter to pupils explaining the findings of the inspection**

19 November 2008

Dear Children

Inspection of Mellis Primary School, Eye, Suffolk, IP23 8DY

Your school is outstanding. We thoroughly enjoyed the short time we spent with you. Thank you for being so friendly and helpful.

A particular strength of your school is how extremely sensible you are. You love learning new things and finding out more about our world. Because teachers make lessons so interesting you make excellent progress overall. You reach exceptionally high standards in reading, writing, mathematics and science by Year 6. Your behaviour is excellent. You work willingly and also enjoy having fun. Those of you who find it rather difficult to learn new things get lots of help and often do really well. You are good at sport and keep yourselves fit by having plenty of exercise. You know how to stay safe and look after yourselves and others. You go on lots of fascinating visits to places of interest. You develop an excellent understanding of people's different customs and beliefs. Your headteacher is a really good leader and you told us that the teachers and support staff are all very kind and helpful. Everybody is keen to carry on improving your school and to make your lessons even more exciting.

We think that there is just one thing that would help to improve your school. Teachers very carefully measure the amount of progress you make individually. This information is not collected in a way that makes it easy to compare your progress, especially in Years 3 to 6, with the amount of progress that pupils make in other schools. The school is going to set year group targets in future to ensure you make consistent progress. We know that you want to do your best and we are sure that if you continue to work hard the school will go from strength to strength.

We wish you every success in the future.

John Messer

Lead inspector