

# St Peter and St Paul CE Primary School

Inspection report

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<b>Unique Reference Number</b>	124771
<b>Local Authority</b>	SUFFOLK LA
<b>Inspection number</b>	315050
<b>Inspection dates</b>	11–12 October 2007
<b>Reporting inspector</b>	John Francis

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

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<b>Type of school</b>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	165
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs C Bird
<b>Headteacher</b>	Mrs J Pym
<b>Date of previous school inspection</b>	18 January 2005
<b>School address</b>	Church Street Eye Suffolk IP23 7BD
<b>Telephone number</b>	01379870497
<b>Fax number</b>	01379781155

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<b>Age group</b>	3–11
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## Introduction

The inspection was carried out by two Additional Inspectors.

## Description of the school

This is an average sized school serving the town of Eye and the surrounding area. An average proportion of pupils are entitled to a free school meal. There are very few pupils from minority ethnic groups or with English as an additional language. Fewer pupils than average have learning difficulties and/or disabilities or statements of special educational needs. This is a change since the previous inspection when the school had an Area Special Class with high numbers of pupils with statements of special need from various parts of the county. Attainment on entry is broadly in line with that expected for children of this age.

The school has achieved a Healthy Schools award and has 'ECO' status.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

The school has made good progress since the previous inspection. Much of this is due to the good leadership and management shown by the headteacher and deputy headteacher and the commitment of the staff. As a result, the school provides a good quality of education for its pupils and good value for money.

By the end of Year 6, pupils have made good progress and achieve above average standards in English and mathematics. While standards in science are average, the subject has not shown the same rate of improvement as English and mathematics. This is because pupils do not have the investigative skills they need to raise achievement to the level of the other two subjects. Nevertheless, the proportion of pupils reaching the higher Level 5 in English, mathematics and science shows significant improvement over previous years. These improvements are the result of regular good teaching that engages the pupils, sets a good pace for learning and matches work well to their needs. With good support through teachers' planning and the work of the teaching assistants, pupils who have learning difficulties achieve well. Many teachers have good individual skills, used very effectively in their classrooms. However, limited monitoring by subject leaders is not identifying these strengths to allow the sharing of this good quality across the school, neither is it enabling them to identify and address any weaker aspects of classroom practice.

Pupils' personal development is good. Behaviour in and around school is good, although a few pupils still need reminders of what is expected of them at all times. Good provision for sporting activities and effective personal, social and health education (PSHE) lessons ensure pupils know how to stay healthy and keep themselves safe. In the Foundation Stage, the strong emphasis on care and developing children's personal, social and health education gives them a good understanding of what they need to do to stay healthy and form good relationships. The good curriculum makes strong links between these areas of learning and other subjects, for example, through the achievement of Healthy School status and the environmental (ECO) award. Good preparation for the future comes through pupils' good social skills, their involvement in enterprise activities and good levels of achievement.

Pupils are well cared for in school and all the necessary checks are in place to ensure they stay safe and protected. There are good systems for checking on pupils' attendance, although attendance remains average. The monitoring of pupils' progress is effective and the school has good recording and tracking systems. These enable teachers to set accurate and challenging targets for pupils to aspire to.

A sound development plan guides school improvement and the future direction of the school. However, while it covers all of the important aspects of the school's work, it does not clearly identify what the expected outcomes will look like, or how and when these will be checked on. This makes it difficult for the school's leaders to evaluate how successful the school has been in achieving its priorities.

## Effectiveness of the Foundation Stage

### Grade: 3

Good induction systems enable children to settle into Nursery and Reception quickly and develop confidence. The school builds well on this positive start and children make sound progress. Most achieve the expected levels by the time they move into Year 1. Only in the areas

of communication and language skills do children not achieve as highly, particularly their understanding of the links between letters and the sound they make. There is a suitable match of the curriculum to the children's needs although some of the outdoor activities are more limiting and do not fully engage their interest. Children's work is suitably adapted through the teacher's planning but there are not always enough opportunities for children to develop their speaking and listening skills to a sufficiently high level. The school has worked well to adapt the curriculum in Year 1 to make it more appropriate and ease the transfer into more formal education.

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

- Improve school development planning by including measurable targets and timescales and by giving subject leaders a stronger role in checking standards and quality.
- Give children in the Foundation Stage more opportunities to develop spoken and written language skills.
- Increase the use of investigative approaches in science to improve pupils' understanding and raise standards to similar levels of those in English and mathematics.

## **Achievement and standards**

### **Grade: 2**

Pupils at Year 6, achieve well, particularly in English and mathematics. In both these subjects, standards have improved steadily over the last three years to be above average. The biggest improvement is in the proportion reaching the higher Level 5 in all subjects. Standards in science, while improving, are not as good. Not enough emphasis is given to teaching the investigative skills that pupils need. At Year 2, the latest results show standards to be average in reading, writing and mathematics. This represents good progress for this group of pupils. Children in the Foundation Stage make satisfactory progress and most reach the expected levels by the time they move into Year 1.

## **Personal development and well-being**

### **Grade: 2**

The strong links with the church contribute to pupils' good spiritual development and their good attitudes to school, to work and to each other contribute well to their moral, social and cultural development. Behaviour is good, although a very small number of pupils do not always conform to the high standards expected by the school. A few pupils say that they are sometimes unsure about the behaviour of others. However, they feel confident that staff deals with any issues such as bullying very well. In discussion, all the pupils involved say they enjoy school and their attitudes and response show they are developing good social skills. Their involvement in school issues through, for example, the school council, enhances these effectively. Pupils of all ages feel they are making a positive contribution to the work of the school and that their views receive serious consideration. The healthy eating focus through, for example, growing vegetables in the school garden and the good quality of school lunches, all contribute well to the achievement of Healthy School status.

## Quality of provision

### Teaching and learning

#### Grade: 2

Good use has been made of information collected through regular classroom monitoring by the school's leaders. This has enabled them to rectify previous weaknesses in teaching. Well-planned lessons now provide a good match of work to pupils' needs and move along at a brisk pace. Teachers are clear about what pupils are to learn and share this knowledge with the pupils. This enables teachers and pupils to see how successful the learning has been. Teachers mark pupils' work regularly and make many positive comments. However, while there are some excellent examples, not enough marking is sufficiently sharp in identifying what specifically the pupils need to do to improve. Good provision is made for the more able pupils, and individual education plans for pupils who have learning difficulties are detailed and used well by teachers and teaching assistants to provide additional support.

### Curriculum and other activities

#### Grade: 2

The school provides a well-balanced curriculum with a varied programme of enrichment opportunities, although pupils would like to see more extra-curricular activities during the autumn and spring terms. A strong focus on developing pupils' literacy and numeracy skills throughout the curriculum contributes to pupils' good achievement in English and mathematics. Lessons in PSHE enhance pupils' understanding of healthy living and develop their social skills. Their understanding of wider social and environmental issues comes through visits and visitors, and their involvement in the ECO group. Teachers take opportunities to create cross-curricular links between subjects and there are good examples, for example, where drama links well with a history topic. However, not all planning regularly makes such links.

### Care, guidance and support

#### Grade: 2

There are robust systems in place to ensure pupils are safe and well looked after. The school works well with parents to support their children's learning and the vast majority are appreciative of what the school does. A small minority, however, do not feel the school takes enough heed of their views or those of the children. Discussions with pupils showed this was not their view and they felt very involved in many of the recent school developments. Assessment systems are good. Pupils' target books provide a good way for teachers and pupils to track progress and they link well with whole-school systems for assessing and recording pupils' progress during their time in school. One relative weakness pupils identify is that they do not feel involved enough when teachers and parents discuss their achievement and long-term targets at open evenings. While the provision for pupils who have learning difficulties is generally good, some of the required paperwork is not sufficiently up to date.

## Leadership and management

#### Grade: 2

The headteacher and deputy headteacher have a clear vision for the school's development and bring different, but complementary, skills to the leadership team. However, the role of the

subject leaders is undeveloped. While they do some monitoring of pupils' books and teachers' planning, they have little first-hand knowledge of what goes on in classrooms. This limits their impact on raising standards further and improving the quality of teaching and learning. Governors have a good understanding of the school's work, although this is often through a smaller group of very active governors. They provide good checks on the work of the school and keep a close eye on the use of the school budget. However, the school development plan is not a particularly helpful document for school improvement. It shows a secure evaluation of the school's effectiveness, and identifies the right priorities for the school. However, it is not set out in a way that would enable the school's leadership to check easily on how well it is doing.

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## Annex A

## 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
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?	2
The effectiveness of the Foundation Stage	3
The capacity to make any necessary improvements	2

### Achievement and standards

How well do learners achieve?	2
The standards <sup>1</sup> 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?	2
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
How well learners enjoy their education	2
The attendance of learners	3
The behaviour of learners	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	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

<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.

## Annex A

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2
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	2
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	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**

15 October 2007

Dear Children

Inspection of St Peter and St Paul CE Primary School, Eye, Suffolk, IP23 7BD

Many of you will remember that Mrs Tomkins and I visited your school a little while ago. Thank you for making us so welcome. All of you that we talked with were very keen to share your work and ideas and we have tried to reflect some of those in the report. This letter is to tell you what we found out about your school.

We agree with you that yours is a good school. All of the adults take good care of you and work hard to make your school an interesting place to come to. All of you make a good contribution to your school. Many of you work very hard to help others and improve your school and you carry out your tasks extremely well. You told us how much you enjoy school, and how you work hard and try your best and we can see this in the quality of your work. We agree with you that your teachers make your lessons interesting. You also told us that everyone in school gets on well and we could see this in the way you worked and played together. However, as some of you already know, a few children needed reminding about their behaviour.

To help you do even better, we have asked the teachers to give children in Nursery and Reception every possible chance to talk and to write and to give you all more opportunities to experiment and investigate in science lessons. We have asked Mrs Pym and the governors to have better targets in their plans to make it easier for them to check on how well the school is doing. We have also asked them to make sure that the teachers who are responsible for subjects visit classrooms more, so that they know how well you are learning.

We wish you well for the future and hope you continue to work hard and get even better.

John Francis

(Lead inspector)