

# Rendlesham Primary School

## Inspection report

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<b>Unique Reference Number</b>	134882
<b>Local Authority</b>	SUFFOLK LA
<b>Inspection number</b>	316290
<b>Inspection dates</b>	16–17 October 2007
<b>Reporting inspector</b>	Cheryl Thompson

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>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	148
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr George Morrow
<b>Headteacher</b>	Mrs Sarah Gallagher
<b>Date of previous school inspection</b>	Not previously inspected
<b>School address</b>	Sycamore Drive Rendlesham Woodbridge IP12 2GF
<b>Telephone number</b>	01394462190
<b>Fax number</b>	01394421389

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## Introduction

The inspection was carried out by two Additional Inspectors.

## Description of the school

This new school has a Children's Centre incorporated and opened in September 2006 to serve the growing mixed housing development in Rendlesham. Numbers have doubled since opening with many pupils joining classes during the year but the school has not yet reached its 210 capacity. Currently, the proportion of pupils eligible for free school meals is much lower than average. The proportion of pupils with learning difficulties and disabilities is typical of that usually found. Almost all pupils are White British with a very small number of pupils from minority ethnic groups. Attainment on entry is broadly average.

## 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 is correct in its judgement that it provides a good quality education and good value for money. The key to the school's success is the headteacher's outstanding vision and determined leadership to make a new school building into a vibrant place of learning where pupils and staff know they are valued. Teaching is good because teachers are encouraged to develop their expertise and be creative. As a strong team, they have successfully planned the curriculum to provide relevant and exciting links between subjects. Currently, the specific skills pupils are expected to learn are not always clearly identified in planning but the school has correctly identified that this is the next step to develop the curriculum further.

Through the good and innovative curriculum, lessons are relevant; pupils are very positive about learning and thoroughly enjoy school. They demonstrate this with their good attendance and enthusiasm for all the school has to offer. The take-up rate for the exceptional range of clubs is very high and homework is undertaken in detail with many pupils doing far more than is expected of them. Parents value the school and have many good things to say about it, for example, 'I could not ask for more in the care and education of my children' and, 'It is truly a special place'.

While standards are average overall, they are above average at Year 2 and in English at Year 6. Pupils who have been in the school since it opened have made good progress and achieve well. Pupils who arrive in school mid-year settle in well and make at least satisfactory progress with their rate of progress accelerating the longer they are in the school. Pupils with learning difficulties and disabilities achieve well because their needs are identified quickly and good support put in place to help them. Across the school, pupils have made particularly good progress in reading because of the careful purchase of appealing reading material and teaching of specific skills.

Care, guidance and support are good with pupils themselves playing an important role through the care they provide by being playground 'buddies' and road safety officers. They say they feel safe and happy in school and are totally confident that any adult will help them should they have any worries. Pupils' personal development and behaviour are good overall. However, for the older pupils who have been in the school from its start, the impact of the 'Rendlesham Way' is clearly evident in their excellent behaviour and keen sense of responsibility. These pupils are very good ambassadors for their school. Pupils have a good understanding of what constitutes a healthy diet, and how to keep themselves fit and safe. Older pupils take on responsibility thoughtfully and develop good leadership skills. These personal qualities together with their good progress in developing literacy, numeracy and thinking skills prepare them well for their future.

While the headteacher provides outstanding leadership, leadership and management overall are good as subject leaders are at the stage of developing their management roles. Governors have been appointed from the start of this term and they, too, are developing their roles at a very good rate.

## Effectiveness of the Foundation Stage

### Grade: 2

The Foundation Stage provides a good start to children's education. Data for the school's first year shows children made good progress, particularly in their attitudes to learning. Their

attainment at the end of Reception is above that typical for the age group. Parents comment that 'teachers are approachable and welcoming', 'the information is excellent' and 'my child even wants to come to school when feeling ill'. The outstanding provision in the Nursery gives children a flying start to school. Excellent teaching stimulates and builds on children's curiosity. Questioning is used very effectively to help children consolidate learning. Good teaching in Reception builds on the progress made in Nursery and ensures children develop literacy and numeracy skills at a good rate so that they are well prepared for starting in Year 1. Currently, there is no designated leader for the Foundation Stage but all staff work together very efficiently as a team.

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

- Raise standards further by developing subject leaders' roles so that they check rigorously to ensure pupils are making good progress.
- Improve the curriculum further by ensuring key subject skills are clearly identified within planning.

## **Achievement and standards**

### **Grade: 2**

In its first year, small numbers of pupils were involved in national tests and teacher assessments. It is clear from the school's data that for many of those pupils joining the school mid-year, standards in writing are below those expected for their age. Scrutiny of pupils' work and discussions with those who have been at the school from the start indicate that they have made good progress and achieved well. This is not only academically but also in developing their personal qualities. Achievement in reading is particularly good because teachers choose up-to-date and interesting books and teach specific skills such as retrieving information.

Standards attained in 2007 national tests and assessments are above average at Year 2 in reading, writing and mathematics and above average in English in Year 6. In mathematics and science, standards are average. Standards in writing reflect the national picture and are not as high as those in other subjects. The school has good plans in place aimed at raising writing standards further. Standards in information and communication technology are average.

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

### **Grade: 2**

The strong ethos of 'children being at the heart of the school' promotes pupils' personal development very well. Pupils' spiritual, moral, social and cultural development is good. Pupils comment that 'staff and children work together as a team', which demonstrates the mutual respect that is clearly evident in school. Pupils know their ideas and efforts are valued so develop confidence in sharing their thoughts and respecting those of others. Pupils devised the school's 'Rainbow Rules' and know exactly what is expected of them. The great majority act sensibly and safely, for example, at wet playtimes and socialising during 'Toast Club', which is run entirely by Year 6. Behaviour is good overall, with those pupils who have been in school from the start demonstrating excellent behaviour. The school council take pride in representing their classmates and because of the impact they have already made, are confident in saying they 'can make the school an even better place'. Pupils and their families who join the school mid-year are warmly welcomed, consequently pupils settle quickly and soon develop friendships.

## Quality of provision

### Teaching and learning

#### Grade: 2

Teaching and learning are good and underpinned by excellent relationships. A short visit to any classroom shows confident and skilful teachers who enjoy their work. They encourage pupils to recognise how they learn best and to 'have a go' at tasks that may look daunting. Consequently, throughout the school there is a positive atmosphere where pupils are really keen to discuss what they are learning and how they do this. Planning is good and based on teachers' good understanding of what pupils know and need to learn next. However, in lessons where subjects are linked, the key subject skills are not always taught in enough depth. Pupils' work is marked but this does not always help pupils to know what they have to do to improve. Proficient teaching assistants are deployed very successfully to provide daily one-to-one sessions for pupils identified as needing extra help or extension work.

### Curriculum and other activities

#### Grade: 2

The school's good curriculum is evolving rapidly to meet the needs of the increasing school population. The rich and varied experiences provided in lessons and themed events such as SMARTs day (where pupils are helped to develop their understanding of their individual talents and how they learn best) and enrichment afternoons make learning interesting and fun and contribute significantly to pupils' outstanding enjoyment of school and their good progress. The school is now at the stage of re-planning the curriculum to ensure that when subjects such as English and history are linked together, pupils still learn key subject skills progressively. The range and number of extra-curricular activities is outstanding. These provide opportunities for sport and exercise as well as promoting interest in the arts.

### Care, guidance and support

#### Grade: 2

Care, guidance and support are good. Provision for all aspects of pupils' safety and well-being are thorough and meet requirements. Staff know pupils very well so that any signs of anxiety are noted and something done about it very quickly. Pupils with severe levels of difficulties have excellent care because the school works exceptionally well with outside agencies to ensure the correct support is in place. The systems for academic guidance are good. The subject leaders have effective plans to enable them to make rigorous use of these to ensure consistently good progress. Pupils know their targets for improvement and take pride in achieving them. A strong feature is that pupils are asked to think about their long-term future aspirations - 'What do you want to be, what do you want to do?' and are encouraged to consider how they can reach their aspirations.

## Leadership and management

#### Grade: 2

Leadership and management are good. While the leadership and management by the headteacher are clearly outstanding, senior leaders and the governing body are at the satisfactory stage of developing their roles further to have even more impact on the school's work. All share a

tenacious commitment to improvement and have done so since the school opened. The capacity for further improvement is good. The challenge of the school population doubling within the year has been managed exceptionally well. The good pupil progress tracking system is used satisfactorily to check that pupils are making enough progress with plans for senior leaders to make even better use of this to monitor the work of the school. Outstanding links with outside agencies, such as special schools, and the Children's Centre benefit pupils and their families.

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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	NA
How well does the school work in partnership with others to promote learners' well-being?	1
The effectiveness of the Foundation Stage	2
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	3
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	1
The attendance of learners	2
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	2
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
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	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

18 October 2007

Dear Children

Inspection of Rendlesham Primary School, Rendlesham, IP12 2GF

Thank you so much for welcoming us to your school. Like you, we thought it is a very exciting place to be. Our particular thanks to those of you who kindly gave up part of their lunchtime to talk to us. We found what you had to say very helpful. In return, I now want to share with you our findings.

We think this is a good school. You told us that you love coming to school and we can see why, particularly when we saw the interesting lessons you have and the wide range of clubs, trips, visitors and other opportunities the school provides. You told us that one of the best things in the school are the staff and that you get on very well with them. We think teaching is good and that all adults care about you a great deal and work hard on your behalf. We could see that standards are around average and you are doing well in reading. You make good progress because teachers keep a close eye on how well you are getting on. We thought all the members of staff who take responsibility for subjects provide good leadership and in particular the headteacher provides excellent leadership. We have asked your headteacher to do two things to make your school even better.

To plan carefully to make sure you learn special skills at the right time and make sure the teachers who are in charge of subjects check on your progress to see if you can do even better.

This is a good school, not only because of what the adults bring to it but also because of your contributions. It is clearly a very friendly place to be and you all get on very well together. You are very positive about learning and we were very impressed with the excellent behaviour of the children who have been at Rendlesham from its start. You are really good ambassadors for your school.

All good wishes for your continued enjoyment of school life.

Cheryl Thompson

Lead inspector