

Hundon Community Primary School

Inspection report

Unique Reference Number	124538
Local Authority	Suffolk
Inspection number	328159
Inspection dates	21–22 May 2009
Reporting inspector	Wendy Forbes

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.

Type of school	Primary
School category	Community
Age range of pupils	4–9
Gender of pupils	Mixed
Number on roll	
School (total)	61
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
Appropriate authority	The governing body
Chair	Andrew Martin
Headteacher	Mr Mark Mcintosh
Date of previous school inspection	14 June 2006
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	North Street Hundon Sudbury Suffolk CO10 8EE

Age group	4–9
Inspection dates	21–22 May 2009
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Introduction

The inspection was carried out by one additional inspector.

Description of the school

This school is smaller than most other primary schools. It will be subject to school reorganisation which will mean that there will be a Year 5 cohort in September 2010 and a Year 6 cohort by September 2011. Children enter the Early Years Foundation Stage into the Reception class. The majority of pupils are from White British families. No pupils take free school meals. The proportion of pupils with learning difficulties and/or disabilities is well below the national average. The school has been accredited with Healthy Schools and Activemark awards.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

This is a good school. It is a happy environment where pupils' positive attitudes and excellent enjoyment of school is reflected in their outstanding behaviour and attendance. Excellent pastoral care and good support for those who need extra help make a significant contribution to pupils' good personal development and well-being. Pupils say they feel safe, secure and well cared for. Parents appreciate this high level of care. As one parent said 'every child is valued and enjoys their time at school, everyone is made to feel special'. Well established links with parents, the local community and external agencies, including the music tuition service make a significant contribution to pupil's personal development and well-being.

The very small fluctuating numbers in each year group means that there is considerable variation in the profile of different cohorts. The overall picture is for children to start school with skills broadly in line with national expectations. Whatever their starting points, they do well in the Early Years Foundation Stage. As a result of good teaching and a well-planned curriculum, children make good progress so that most reach, and some exceed, expected standards by the start of Year 1. Current Year 2 pupils achieve above average standards in reading, writing and mathematics. Good progress is maintained throughout the school so that by the time pupils leave Year 4 most achieve, and many exceed, the standards expected for their age in reading, writing and mathematics. However, the progress made by more able pupils in mathematics, is not as effective, because they are not always sufficiently challenged by the tasks they are given in lessons.

Pupils have good attitudes to learning and participate enthusiastically. This is because of good teaching, established routines and a well-planned curriculum which provides effective links between subjects. Lessons are adapted well to suit most pupils' needs and include a variety of opportunities for them to share and discuss their ideas. The school's assessment systems provide both pupils and teachers with a clear picture of individual expectation and progress. However, while pupils' work is regularly marked, feedback is not yet consistently sharp enough to help all pupils know precisely what they need to do to improve. Teaching assistants and other adults provide good support for pupils who need help who, as a result, make good progress relative to their starting points.

Staff plan well-tailored activities to meet most pupils' needs and set individual targets for pupils to aim for. The wide range of extra-curricular activities, visits and visitors enrich the curriculum. Pupils have a good understanding of how to stay healthy and are enthusiastic about the wide range of outdoor exercise activities provided by the school during lunch breaks.

The headteacher, well supported by the school's staff and governing body, has been instrumental in leading a range of improvements over the past year. The setting of high expectations and challenging targets has brought about significant improvements in writing standards and improved provision for information communication technology as a result. Community cohesion is satisfactory because there is no strategic plan for further increasing pupils' awareness and understanding of diversity in Britain and globally. However, the school's track record of improvement and commitment to providing an even better quality of education demonstrates a good capacity to improve further.

Effectiveness of the Early Years Foundation Stage

Grade: 2

Provision for the youngest children is good because the curriculum is well planned and staff provide good teaching and support. Staff work well with parents to ensure that children settle into school quickly. Good leadership ensures children's needs are identified early on, enabling well-targeted support. The excellent care that children in the Reception class receive and clear expectations ensures that they benefit from an appropriate range of support. This helps most pupils to make good progress, particularly those with learning difficulties and/or disabilities. By the end of Reception standards are just above average. Staff make good use of a creative range of activities to stimulate children's interests providing a good balance of child- chosen and adult-led activities. Because of the good organisation, fun teaching and personalised curriculum, children thoroughly enjoy their learning and behave well for their age. Children's work is carefully assessed so that activities are appropriately planned and delivered. The classrooms and the improving outdoor learning area provide a safe, well organised and stimulating learning environment.

What the school should do to improve further

- Provide greater challenge in mathematics teaching, so that high attainers reach their full potential.
- Ensure marking is consistent so that it informs pupils what they need to do to improve.
- Improve pupils' understanding of the diverse nature of British as well as global societies through developing a more structured approach to community cohesion.

Achievement and standards

Grade: 2

The good start in the Early Years Foundation Stage helps to provide pupils with skills that enable most to achieve well throughout the school, including those who have learning difficulties and/or disabilities. However, results of tests and assessments vary considerably year-on-year because there are such small numbers of pupils involved. The trend over time is well above the national average as represented by Year 2 2009 test results and teacher assessments in reading, writing and mathematics. The majority of pupils make good progress in relation to their starting points, particularly in writing. However, more able pupils do not always move forward fast enough in mathematics. Pupils do particularly well in music and physical education (PE) because of the high quality provision for these subjects.

Personal development and well-being

Grade: 2

Pupils say they feel very safe and, because they enjoy school, they are keen to learn. Good manners, respect and politeness are key features of everyday life. Pupils' spiritual, moral, social and cultural development is good. This is reflected in all aspects of school life, and in the wide range of rewards which help to promote the school's very positive ethos, culture and exemplary behaviour. Regular opportunities for reflection are provided in assemblies, lunchtime prayers, and in the school's personal, social and health education (PSHE) programme. These planned and informal opportunities help pupils to understand both their own feelings and the needs of others. They are confident that there is an adult they could talk to if they were worried. Pupils are beginning to appreciate and learn more about the diversity of the world but this is

work in progress. There are some opportunities to make links with other countries and to raise funds for charitable events. They make a good contribution to the school through their key roles in school life as members of the school council, buddies, play leaders and monitors. The wide variety of healthy activities provided as seen in the school's Healthy School Week, PSHE curriculum and in the many sporting activities, ensures pupils have a good understanding of how to live a healthy lifestyle. Their participation in sport and playground games is extremely good. Positive attitudes to learning and good progress overall help to prepare pupils well for the next steps in their education.

Quality of provision

Teaching and learning

Grade: 2

Teaching is good because lessons are well planned and executed. Common strengths include the very good relationships between pupils and adults that helps set a positive tone for learning. Teachers' good subject knowledge ensures that work is appropriately matched to most pupils' individual abilities and consequently progress is good in the majority of lessons. Pupils are enthusiastic learners. Effective use is made of interactive whiteboards and laptops to enrich pupils' learning. This was seen in a good lesson where pupils used the internet as a resource to help research information about World War 2 and laptops to plan Powerpoint presentations. All of this stimulates pupils' interests very well. Teaching assistants are well informed about what pupils are expected to learn from activities and provide an appropriate level of support. However, there is inconsistency in the pace and challenge provided for the more able pupils in mathematics and so progress is slower.

Curriculum and other activities

Grade: 2

The school's good curriculum is broad and balanced with some strengths. It is interesting and relevant and the whole-school focus on social and emotional aspects of learning (SEAL) contributes positively to pupils' personal and academic development. Strong provision for PSHE provides many opportunities for pupils to improve their personal life skills. The provision of 'Worry boxes' and 'Feeling flowers' in some classes are greatly appreciated by pupils. A range of curriculum programmes is provided to support pupils who need help in basic skills. The development of cross-curricular links between subjects has ensured a cohesive approach to planning providing a wide range of opportunities for pupils to develop their writing skills in different genre. While steps have been taken to adjust the curriculum to make learning lively and engaging, for example in the development of drama activities to develop good writing, the impact of the curriculum does not yet fully meet the needs of the higher attaining pupils in mathematics. Good resources including recently purchased laptops, an extensive range of specialist provision in sport, music and modern foreign languages, visits and visitors all help to enhance the school's effective curriculum. The school has a very good range of well-attended additional out-of-hours activities and clubs.

Care, guidance and support

Grade: 2

The care, guidance and support of the pupils are good overall with some considerable strengths. The outstanding pastoral care that they receive is a key factor in promoting the school's ethos

which places pupils right at the heart of everything the school does. Any emotional needs or issues that pupils may have are followed up quickly and rigorously by staff. Procedures to protect children and ensure their safety are in place. Pupils requiring specialist help receive good support provided by the school and through contact with outside agencies. Clear expectations are set for the academic progress pupils should make each year and there is a comprehensive range of strategies in place to keep track of pupils' progress which is regularly monitored by staff. Pupils have learning targets for improvement and are beginning to be involved in the assessment of their own learning. Pupils' work is regularly marked; however, there is inconsistency in the quality of this marking so that not all pupils know or understand how to improve their work.

Leadership and management

Grade: 2

The headteacher provides a clear direction which is focused well on high expectations and raising standards. He is well supported by staff who, although few in number, contribute effectively to school improvement through their developing roles as subject leaders. Staff analyse assessment data well to evaluate the school's performance accurately. Self-evaluation is honest and accurate. As a result effective plans are in place to ensure that any weaknesses are suitably addressed. At a whole school level good use is made of pupil assessment information to set challenging targets which are monitored effectively. The impact of this can already be seen in the rapidly improving standards in writing. Governors are effective in carrying out their statutory duties, providing good support for the school in monitoring its effectiveness. The school promotes community cohesion through the developmental work that is done locally and through the charitable work. However, the school's contribution to community cohesion is satisfactory rather than good. This is because the strategy for the development of pupils' understanding of different communities in Britain or internationally is not sufficiently structured to ensure consistency across all year groups.

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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 capacity to make any necessary improvements	2

Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	2
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	2

Achievement and standards

How well do learners achieve?	2
The standards ¹ 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/or disabilities make progress	2

¹Grade 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

How good are 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
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	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 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

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	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 eliminated	2
How well does the school contribute to community cohesion?	3
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

Annex B**Text from letter to pupils explaining the findings of the inspection**

26 May 2009

Dear pupils,

Inspection of Hundon Community Primary School, Hundon CO10 8EE

Thank you for making me feel so welcome when I came to visit your school recently. Your school is a good one and the hard work of your teachers, teaching assistants and your headteacher is helping it get even better. I think that your own hard work is contributing to this. I am delighted that you like school and you told me that you enjoyed the activities that your teachers plan to help make learning fun. I enjoyed hearing about the things that you do to make your school a happy place and know that you are very proud of the work that your school council, buddies and playtime leaders do. It was also good to hear that you feel so safe and well looked after.

These are some of the other things I have said about your school.

- You make good progress in your learning, particularly in writing.
- You are keen to improve your work and try hard to do this.
- You enjoy the new laptops.
- You like singing and playing sport.
- You are taught well and have good relationships with your teachers, who make your lessons interesting.
- Your behaviour is outstanding and you care about your school.
- The adults in the school take very good care of you.

I have asked the staff and governors to do three things to help make your school even better:

- find ways to make sure that those of you who find parts of mathematics lessons a bit easy are challenged to reach even higher standards
- make sure that feedback and marking help you to know and understand how to improve your work
- help you to find out more about different lifestyles in Britain as well as in other parts of the world.

I know you are proud of your school. You can help it to be even more successful by continuing to work hard. I wish you well for the future.

Yours faithfully

Wendy Forbes

Lead inspector