

# Charsfield Church of England Voluntary Controlled Primary School

## Inspection report

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<b>Unique Reference Number</b>	124725
<b>Local Authority</b>	Suffolk
<b>Inspection number</b>	328200
<b>Inspection dates</b>	23–24 October 2008
<b>Reporting inspector</b>	Roger Fry

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.

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<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)	63
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	4
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Ms Jane Spivey
<b>Headteacher</b>	Mrs Valerie Jones
<b>Date of previous school inspection</b>	6 October 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>	Charsfield Woodbridge Suffolk IP13 7QB
<b>Telephone number</b>	01473 737347
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<b>Age group</b>	4–11
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## Introduction

The inspection was carried out by one Additional Inspector.

## Description of the school

Charsfield Church of England Voluntary Controlled Primary School is much smaller than average. The school serves the village and draws pupils widely from the surrounding area. Virtually all pupils are from White British backgrounds and all speak English as their first language. The proportion of pupils with learning difficulties and/or disabilities, including those with a statement of special educational needs, is well above average. The proportion of pupils eligible for a free school meal is well below average.

There is Early Years Foundation Stage provision (EYFS). Children join Reception when four years old and are educated full-time in a class with Years 1 and 2. The Reception classroom is part of the main school building and there are outdoor facilities for them to use. Children's knowledge and skills on entry to school are broadly typical of children nationally.

The school has gained the Activemark for sports provision and is a Healthy School.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

Charsfield Church of England Primary School provides a good education for its pupils. It has outstanding aspects in pupils' personal development and in the care and support for them. Parents acknowledge how well their children are performing and are pleased with what the school provides. Typical of their comments are, 'I am very happy with all aspects of the school.'

Numbers of pupils are very small and, consequently, standards vary considerably from year to year. Pupils make good academic progress and achieve well because the teaching is good and pupils have excellent attitudes to work. In Year 6, pupils typically reach above average standards in national tests and last year indications are that science standards were exceptionally high. In Key Stage 1, pupils consolidate the good progress they make in Reception and reach standards in most years a little above average. Last year, teachers' assessments showed that pupils reached above average standards.

Teachers plan lessons that are interesting and use a good variety of teaching styles to help pupils learn. Role-play was used very successfully in a Year 5 and 6 literacy lesson to develop pupils' understanding of bias in newspaper reporting. The excellent behaviour in classes is the result of the consistent expectations that teachers have. Pupils who find learning difficult make excellent progress because their needs are very clearly identified and most effectively met. Teachers have correctly identified that, although other pupils make good progress, the work set for them is not always as well matched to their abilities.

The school believes strongly in including all pupils, and parents confirm that the school cares exceptionally well for their children. The staff provide pupils with a wide range of opportunities to develop a good moral code and many other personal skills. Pupils know that school provides many interesting opportunities and they enjoy coming very much.

The school serves itself, the local and wider communities outstandingly well. Each pupil, because this is a small school, has a wide range of responsibilities that they enjoy. Pupils have an excellent understanding of the importance of exercise and a balanced diet because of the work they have done about healthy living. The eco-action team and school council do good work to improve the school's physical and social environment in all kinds of ways, such as by developing a conservation area in one corner of the site. There are close links with the parish, and with village activities. The school has good links with other nearby schools and they share expertise. Pupils gain an exceptional understanding of others' lives, and how different they can be, in lessons and from links with local and African schools. The school has excellent contacts with charities. Pupils and their families give stationery packs to children in Kagera, Tanzania.

The school is well led and managed and there is strong teamwork amongst staff. The school's leaders set a clear direction for improvement based on reliable self-evaluation. The staff has correctly identified that the process of recording pupils' longer-term progress in all classes is not efficient.

## Effectiveness of the Early Years Foundation Stage

### Grade: 2

Children in Reception receive a good education. By the end of Reception, most children have reached the standards expected nationally and a significant proportion exceed them. The teaching offers children the full range of EYFS activities and children work on them with the support assistant or the teacher. The ratio of adults to children is very good, so children are

well supported and they make good progress. Children have plenty of opportunities to make choices between activities, and to work individually with an adult. Children enjoyed trying to identify hidden foods, such as mint and coffee, using their sense of smell.

They have many opportunities to explore ideas and develop their interests, and much of this happens outdoors. The well-organised outdoor area gives children plenty of room to work. Adults set up a range of interesting activities, such as stepping-stone shapes that help children to learn what stars, rectangles and triangles look like. Children quickly learn how to work together and share things with a partner. The provision is well managed by the team of adults and the headteacher. They have effectively embraced the latest developments in the curriculum for children of this age. The children are well looked after in the classroom they share with Year 1 and 2 pupils. Reception children learn good working habits and know what to expect when they are older. The outdoor area does not have a suitable cover so that children can use the outdoor facilities in any weather. However, the provision of a cover is in this year's budget.

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

- Develop an efficient whole school system for recording pupil's termly progress.
- Refine the match of work to pupils' abilities to improve their rates of progress further.

## **Achievement and standards**

### **Grade: 2**

Pupils make good progress through the school and achieve well. Standards vary from year to year because numbers in each year group are very small. In most years, pupils reach above average standards in national tests by the end of Year 6 in English and mathematics. Indications are that this is the case in 2008 and that standards in science are outstandingly high. The great majority of pupils reached above the standard expected nationally. At the end of Year 2, there is also a pattern of varying standards. In most years, pupils maintain the above average standards they reached in Reception in end of year assessments. In 2008, assessments of pupils' work in writing and science were well above the standards expected nationally. Pupils with learning difficulties and/or disabilities and those with statements of their special educational needs achieve outstandingly well. The great majority of pupils with additional needs reach the standards expected of them for their ages.

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

### **Grade: 1**

Pupils have an excellent understanding of healthy lifestyles because of the healthy school initiative. Lunches are nutritious and healthy snacks are served at break times. The award of the Activemark for physical education (PE) in the last two years means that pupils exercise regularly. They often use the field for running and games activities at break times. Pupils have an excellent understanding of staying safe. They know how to use the internet safely, how to cross the road, and how to behave responsibly in the playground. Attendance is good. Behaviour is excellent because pupils enjoy their time at school so much. Their spiritual, moral, social and cultural development is good. They know right from wrong, are impressed by others' good deeds and respect school property. Pupils make an excellent contribution to the school and wider community. They express their views clearly and get involved in village community projects and competitions. They are actively involved in developing the parish plan and in having a real influence on local community life. The good gains that pupils make in literacy, numeracy and

science skills and knowledge, plus their extensive teamwork and social skills mean that they are prepared well for the next stage of their education and future lives.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Pupils make good progress in lessons and over time. They have excellent attitudes to their work in all year groups because of the good quality of teaching. Teachers take care to plan lessons that are interesting, and they have good subject knowledge. There is no common format for lesson planning and some plans for lessons are too detailed and take a long time to write. Teachers use a good range of teaching styles to vary the learning. For example, drama is used to develop pupils' thinking skills and to help them gain confidence when talking in front of a group. The excellent behaviour in classes is the result of the consistent expectations that teachers have of how children should behave. Teaching assistants work successfully with all groups and are well deployed. They often take a full part in teaching elements of lessons.

Teachers keep a close day-to-day watch on how well individual pupils are getting on in their classes. The tracking of pupils' longer-term progress across the school is time consuming. The school has good plans to use a suitable computer program to help staff record and interpret information more efficiently by the end of term. Since the last inspection, more attention has been given to the learning needs of all pupils. Work in lessons is particularly successfully matched to the needs of lower attaining pupils. Pupils make good progress, but staff have identified that other groups of learners, such as the most able, do not always have work or extension activities that challenge them as well as it might.

### **Curriculum and other activities**

#### **Grade: 2**

Pupils enjoy their education very much, because lessons interest them. They have opportunities to carry out research projects, try ideas out at home, and to use the internet for information. The organisation of lessons for literacy, numeracy, science and information and communication technology (ICT) is good. Pupils make good progress in these subjects and in others, such as those that make extensive use of the local area and the excellent school site for learning. The curriculum is enriched with a wide range of clubs and visits and the great majority of pupils attend the clubs. The curriculum is typically single subject based. Teachers are working towards a curriculum that is based more on transferable skills, so that teaching in one subject supports one or more others at the same time. For example, work in science that requires pupils to know how to graph information is supported simultaneously in mathematics lessons where the skills are taught.

There are excellent outdoor facilities, including a high-quality adventure playground and attractive wild areas. The school lacks a hall, so there are no indoor PE lessons on site and whole school assemblies are crowded in classrooms.

### **Care, guidance and support**

#### **Grade: 1**

Staff show an exceptional commitment to encouraging pupils to enjoy their education and to achieve well. They provide for learners health and safety extremely well and the school meets

the latest regulations for safeguarding children. The personal, social and health education programme is a strength. Pupils learn to deal with social issues, and gain positively from learning how to cope well with all kinds of social situations.

Each pupil is very well known to the adults who teach them. Individuals receive daily guidance verbally and written in their exercise books to help them improve their work. Consequently, they reach most of their challenging targets. The work to assist the learning of pupils with learning difficulties and/or disabilities is excellent. They flourish in a nurturing environment, where there are close contacts with their families and targets set jointly help them to improve both personally and academically. A key strength is the way that the school works with all parents and their children to set targets in English and mathematics, which are entirely personal to them. Teachers regularly check on the progress pupils make and adjust the targets accordingly. This approach has the approval of parents and has helped to raise standards, for example, in writing.

## **Leadership and management**

### **Grade: 2**

The headteacher and senior staff lead the school well. There is a high degree of teamwork, which allows the school to set and reach its targets for improvement. Teachers and governors follow their principles, such as to include all pupils in everything that the school does, no matter what the degree is of their additional needs. The school's commitment to equal opportunities for all is a particular strength. Governors make a good contribution to the work of the school. They have a very wide range of skills that they use to the school's benefit, such as in the areas of curriculum development, welfare, health and safety and finance. Governors make a limited number of visits to the school to evaluate its quality and give appropriate feedback.

The staff's evaluation of its work is accurate, well considered and the priorities adopted, such as improving the recording of assessments, are the ones most likely to bring about further improvement. Teachers have previously identified that pupils' writing standards could be improved. Over recent terms, their response has been to set frequent individual targets to help pupils develop their skills further. Parents have been fully involved in this process and writing standards have risen. Community aspects, within school and more widely, feature very strongly in leaders' thinking and in the school development plan. The school has a good capacity to improve further.

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**Annex A**

## Inspection judgements

<b>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</b>	<b>School Overall</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	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

<b>How effective is the provision in meeting the needs of children in the EYFS?</b>	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

<b>How well do learners achieve?</b>	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/or disabilities make progress	1

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<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	2
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	2
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	2

## The quality of provision

<b>How effective are teaching and learning in meeting the full range of learners' needs?</b>	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?	1

## 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 eliminated	2
How well does the school contribute to community cohesion?	1
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

27 October 2008

Dear Pupils

Inspection of Charsfield CE VC Primary School, Charsfield, IP13 7QB

It was good to meet many of you, see you at work and to listen to your views. Special thanks go to the council members and eco team I met after lunch and to those of you I joined at lunchtimes. This letter is to give you a flavour of what is in the full report. Here are some of the best features of your school.

- You make a good start to your schooling in Reception.
- You make good progress with your work in Years 1 to 6 and reach above average standards by the time you leave in English, mathematics and science.
- The headteacher, governors, teachers and all the staff organise the school well for your benefit. Everyone has a chance to do well.
- You enjoy school very much because teachers make lessons interesting by varying the ways they teach you.
- You know a lot about the local community, the Parish and children's lives further afield.
- The eco team and school council are doing a good job. It was pleasing to see the excellent school site and the plans you have for it.
- You work hard and behave extremely well.

I agree with your teachers that that the school now needs to:

- develop a better system for recording your progress using ICT
- make sure that all of you have work that closely matches your abilities in every lesson, so that you make even more progress.

I wish you all the very best in the future.

Roger Fry

Lead inspector