

# Hintlesham and Chattisham Church of England Voluntary Controlled Primary School

## Inspection report

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<b>Unique Reference Number</b>	124734
<b>Local Authority</b>	Suffolk
<b>Inspection number</b>	328203
<b>Inspection date</b>	27 January 2009
<b>Reporting inspector</b>	Nick Butt

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)	68
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>	Mrs M Langton
<b>Headteacher</b>	Mrs S Cross
<b>Date of previous school inspection</b>	14 December 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>	George Street Hintlesham Suffolk IP8 3NH
<b>Telephone number</b>	01473 652344
<b>Fax number</b>	01473 652344

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## Introduction

The inspection was carried out by two Additional Inspectors. They evaluated the overall effectiveness of the school and investigated the following issues:

- The effectiveness of the Early Years Foundation Stage (EYFS).
- What the school is doing to raise standards further in mathematics.
- How aware pupils are of what they need to do to improve their work.

The inspectors gathered evidence from lesson observations, scrutiny of pupils' work and parents' questionnaires. Discussions with staff, a governor and pupils also contributed to the judgements. 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, were not justified, and these have been included where appropriate in this report.

## Description of the school

This small village school has Early Years Foundation Stage (EYFS) provision in the Reception class. Half the pupils are not local, but through parental choice come from the towns of Ipswich and Hadleigh and surrounding villages. Very few pupils are entitled to free school meals. The vast majority of pupils come from a White British background. Hardly any pupils speak English as an additional language. The proportion of pupils with learning difficulties and/ or disabilities is below average and they have a variety of different needs. Pupils often join the school part way through their primary education. Pupils have a wide spread of skills and abilities when they start school, which broadly reflect national expectations, although they are weaker at literacy. Among other awards, the school has Green Flag status as an Eco School and has the Healthy Schools Award.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 1

Hintlesham and Chattisham Primary School is outstanding. As a parent commented, reflecting the views of many, 'The school is an excellent place of learning which my child loves to attend.' Pupils make very rapid progress and leave the school at the end of Year 6 with standards that are exceptionally high in English and science and above average in mathematics. High standards have been maintained over several years because of the outstanding teaching and the exceptional quality of care and guidance pupils receive. A vibrant and exciting curriculum ensures that pupils thoroughly enjoy school, and this contributes considerably to their excellent personal development and well-being. The school has an extremely good capacity to improve.

The headteacher has a very clear and dynamic vision for the school based on fulfilling the potential of every child. Her especially effective leadership has created a very strong team of staff who provide excellent role models for the pupils. Teaching assistants make a particularly valuable contribution to pupils' learning, ensuring that those who need extra adult help with learning achieve extremely well, even though each child's needs are different. It is a very inclusive school that ensures every pupil has the opportunity to excel. Pupils support one another most effectively as buddies and play leaders, and contribute greatly to school life through their membership of different committees. For example, the Techno Team set up magnetic boards in the Techno Garden to enable pupils to explore the properties of different metals.

By the end of Year 2, standards are consistently above average in reading, writing, and mathematics and often higher. Pupils achieve outstandingly well because they are set challenging targets and know exactly what they have to do to improve. This rate of progress continues apace in Years 3 to 6 in English and science, resulting in exceptionally high standards by the end of Year 6. The school has identified that, while progress is often good or better in mathematics, pupils do not reach quite the same high standards as they do in the other subjects. This is because not all pupils are so confident in using and applying their skills in different contexts. The school has recently invested in resources that promote investigative mathematics and is giving pupils more opportunities to use their skills, such as in the problem-solving week that was taking place at the time of the inspection. This is starting to have a beneficial impact on standards.

The quality of teaching and learning is outstanding because of teachers' excellent subject knowledge and the way they involve pupils in their learning. There are clear objectives for each lesson and teachers maintain a fast pace through varying activities. Pupils are encouraged to be active through drama, practical experiments and discussion. In a particularly effective science lesson, different groups of pupils discussed passionately the best way of finding which was the heaviest potato without using weights. The work is pitched precisely to challenge pupils and to help them to move on rapidly in their understanding. This type of lesson planning enables pupils to make outstanding progress whatever class they are in. Pupils have excellent attitudes to learning, behave very well, and are extremely eager to participate fully in lessons.

A parent said that the school 'is holistic, creative and enthusiastic in its approach'. This energy is reflected in the outstanding curriculum that gives pupils a real love of learning through teaching skills in exciting and innovative ways. Themed weeks are successful in enabling pupils to research topics in depth and make an important contribution to their excellent spiritual, moral, social and cultural development. For example, 'Fair Trade Week' taught pupils about the

distribution of food in the global economy and how inequalities arise. This also helped to promote pupils' awareness of the global community beyond their own. 'Best of British Week' enabled pupils to discover more about their own heritage and culture. A wealth of visitors to the school helps to enrich learning and widen pupils' experience. In recent months they have enjoyed an Aboriginal workshop and didgeridoo playing, an owl workshop and a Shakespeare workshop. A teacher from the link school in France spent two days with pupils exploring French language and culture. Pupils also benefit from visits to places of interest such as Gainsborough's house in Sudbury and a residential visit to Norfolk. Every junior pupil takes part in at least one of the many clubs on offer. These activities boost their confidence and enjoyment of school. Consequently, attendance is always very high.

Pupils make an exceptionally strong contribution to the school community, and School Meetings give them a real voice to air their views. They are also fully involved in the local area, supporting cultural and horticultural events such as the Hadleigh Poetry Festival and the Hintlesham Gardening Club Show. The school is very much at the centre of its community, with families and local residents giving up their Saturdays to help maintain the inspiring grounds. Pupils also enjoy strong links with the local church and the agricultural community. They arranged a 'World War II' dinner for the elderly and sang 1940s songs. Pupils are active in raising funds for good causes, supporting a Rwandan orphanage last year, and sponsoring a school in Tanzania this year. They are prepared outstandingly well for secondary school, with excellent basic skills and a great enthusiasm for learning.

The care, guidance and support offered to pupils are exceptionally effective. A pupil said, 'I like all the people because they're really friendly.' The school's family atmosphere means pupils are known really well as individuals and the curriculum is adapted to be relevant to their needs. Careful tracking of their progress identifies any pupils who are not making outstanding gains, and they receive special attention to help them progress even faster. Excellent links with other schools and organisations, including a local special school, mean additional support and guidance is readily available. Marking shows pupils how to improve and reminds them of their targets, which they all know very well. Parents appreciate being involved in this process and work closely with staff and pupils in helping their children to meet their targets. All safeguarding arrangements are in place. Pupils have an extremely good understanding of staying safe, sometimes helping to conduct risk assessments. Junior road safety officers run competitions and take assemblies to remind pupils about traffic hazards. Through their Eco and Healthy Schools work, they have an excellent understanding of sustainability and living healthily, doing their bit to reduce the school's carbon footprint.

Leadership and management are outstanding. The school's self-evaluation is extremely accurate as a result of careful monitoring by the staff and governors. Leaders are not complacent about what needs to improve and work tirelessly to provide the very best they can for all the pupils. Very detailed strategic plans cover all areas of the school's work. Governors are fully involved in the life of the school, working together with staff on giving clear direction, and holding leaders to account. The governors' monitoring form highlighting 'two things I was impressed by and a question that I have' helps to focus visits to school on agreed priorities.

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

### **Grade: 1**

Children in the Reception class get off to an excellent start because their needs are assessed very carefully, and activities planned that will excite and extend their natural curiosity. The teaching is outstanding, providing a wide range of experiences for children in all areas of

learning, and making extremely effective use of the outside areas as well as indoors. Routines are established quickly and children soon grow in confidence and independence, registering themselves when they arrive and indicating what they want for lunch. They are so interested in their work that they stay absorbed for relatively long periods of time, and get on extremely well with one another. They enjoy a safe and secure learning environment, and make outstanding progress from starting points that are typical for their age. Particular gains are made in writing, which is a weaker area when they start school. By the end of the EYFS, most pupils are reaching the expected early learning goals and a sizeable number are exceeding them. There is outstanding leadership and management of the EYFS with a strong team of staff, and highly effective record keeping. Children not only receive excellent support from staff, they also benefit from the caring attitudes of older members of their mixed age class, who help them to settle in quickly.

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

- Ensure that pupils reach the same high levels of attainment in mathematics as they do in English and science by building on their skills in problem-solving.

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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>	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

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

<b>How well do learners achieve?</b>	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

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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	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

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

28 January 2009

Dear Pupils

Inspection of Hintlesham and Chattisham Church of England Voluntary Controlled Primary School, Ipswich, Suffolk, IP8 3NH

Thank you for your warm welcome when we visited your school. Yours is an outstanding school. I could not list all the many strengths it has in one go, but here are the main ones.

- You make outstanding progress and reach exceptionally high standards in English and science.
- The teaching is highly effective and involves you very well in your learning.
- You know an enormous amount about keeping healthy and staying safe.
- Your behaviour and attendance are excellent.
- You support one another very well, and do much to help the school through making your views known and joining the different committees.
- There are plenty of clubs and visits for you to enjoy.
- The school cares for you extremely well.
- The youngest children get off to an excellent start in Reception.
- Mrs Cross leads the school very well.

You do not reach quite such high standards in mathematics and we have asked your teachers to give you more opportunities to use and apply your skills to build your confidence. We are glad you enjoyed the problem-solving week and hope you will continue to discuss with your teachers ways you can use investigations to help you improve.

Thank you once again for your help. It was good meeting you. Our very best wishes for the future.

Yours faithfully

Nick Butt

Lead Inspector