

# Tattingstone Church of England Voluntary Controlled Primary School

## Inspection report

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<b>Unique Reference Number</b>	124744
<b>Local Authority</b>	Suffolk
<b>Inspection number</b>	328206
<b>Inspection date</b>	25 June 2009
<b>Reporting inspector</b>	Mary Summers

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)	84
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>	Mr T Loader
<b>Headteacher</b>	Mr J Lynch
<b>Date of previous school inspection</b>	27 April 2006
<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>	Church Road Tattingstone Ipswich Suffolk IP9 2NA
<b>Telephone number</b>	01473 328488

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<b>Age group</b>	4–11
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**Fax number**

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## Introduction

The inspection was carried out by two additional inspectors who evaluated the effectiveness of the school and investigated the following issues:

- pupils' achievement in science
- the school's systems for supporting new pupils
- how well the school promotes community cohesion.

Evidence was gathered from discussions with pupils, staff and governors and analysis of school documentation and pupils' work. Other aspects of the school were not investigated in detail, but 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 very small school serves pupils from a wide rural area. The school roll is rising. Over the past year, a significant number of pupils have transferred from other schools in the area. The school is now full and oversubscribed. Nearly all pupils come from White British backgrounds. The proportion of pupils with learning difficulties and/or disabilities has grown steadily in recent years and is higher than average. Most of these pupils' needs are associated with moderate learning difficulties.

Children in the Early Years Foundation Stage start in the Reception class in the September of the academic year in which they reach their fifth birthday. Their attainment on entry varies considerably but overall is broadly as expected for children of their age.

The school has won a number of awards, including Healthy Schools and Activemark.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 1

Inspectors agree with the school's evaluation that it provides an outstanding education for its pupils. The headteacher gives a firm steer to the school's work and receives strong support from staff and governors. Parents have nothing but praise for the school's work with their children. One, echoing the views of many said, 'Great school, outstanding staff, amazing curriculum!'

The curriculum is extremely good, with many exciting experiences and activities organised by staff, parents and governors. Pupils benefit greatly from artists in residence, for example, who help them produce high quality paintings and drawings. They rehearse with other schools, under the guidance of a professional director, and take part in a creative dance production at an Ipswich theatre. The school camp in the grounds provides excellent opportunities for staff, parents, governors and pupils to have fun together and learn new skills such as archery. Pupils enjoy a wide range of sports and other clubs outside school, for example, skiing, bell-ringing, gardening and hiking. They even formed a 'slab club' when new paving was required in the Early Years Foundation Stage area. Attendance rates are very high as pupils really enjoy coming to school.

Teaching is excellent and contributes greatly to pupils' outstanding achievement throughout the school. Teachers plan exciting lessons with a good focus on developing secure basic skills. Pupils in Years 3 and 4 learned how to write informal thank you letters to a recent visitor to the school whilst older children in Years 5 and 6 were able to write high quality poems describing their responses to paintings by William Turner. 'You are the painter of the silent sea,' wrote one pupil. Teachers know the pupils very well and plan work at different levels to ensure that all pupils can develop their skills, knowledge and understanding rapidly. The use of pupil targets for improvement in literacy and numeracy is very effective. These are written in their books as well as being displayed on the walls to provide a constant reminder. To ensure that pupils that are more able have their learning extended the level of challenge they receive is good. The support for pupils with learning difficulties is very good and they make excellent progress. Teachers and teaching assistants work closely together to make sure that pupils with moderate difficulties receive the help they need to enable them to learn successfully and take a full part in school life. The attention given to individual pupils is particularly good. All staff take a keen interest in pupils' individual successes which the school celebrates at assemblies each week. With this support and individual attention, pupils thrive and grow into confident, responsible young people. They are very well prepared for the next stage of their education.

The school has a strong community feel with staff, parents, governors and friends all working closely together for the benefit of the pupils. This results in an extremely supportive atmosphere where pupils feel valued and respected. They take their responsibilities as school councillors and 'playground buddies' very seriously. They make an excellent contribution to the local community by mounting exhibitions of their work, performing concerts for parents and friends and visiting elderly people in the village. Pupils' personal development is excellent; their spiritual, moral, social and cultural development is outstanding overall. Pupils have a developing understanding of other cultures and beliefs. Behaviour is excellent. Pupils support each other well in lessons and in the playground. They feel safe and say that bullying, though extremely rare, staff deal with quickly. They have a secure understanding of how to keep safe on the roads and when using the internet. New pupils are welcomed warmly into the school community

and settle in quickly. 'By the first afternoon, I felt I'd been here forever,' noted one pupil who had recently started at the school.

All these successful elements of the school's work result in pupils reaching exceptionally high standards in national tests and assessments. Standards in Year 2 are well above average, with pupils gaining exceptionally high results in writing. Year 6 standards in English, mathematics and science have been consistently high for the last five years. Teachers resolved the decline in Year 6 science standards last year by very successfully spending more time on investigative science and monitoring pupils' work closely to identify the gaps in their learning. They then ensured that pupils had a thorough understanding of all aspects of science. Most recently, two Year 5 pupils, with the help of the headteacher and staff, organised a 'Flight Day' where the whole school experimented by making different types of aeroplanes which they tested under different conditions. Several days later, many pupils were still investigating the principles of flight in the playground, in their spare time. Because of all these activities, the most recent results in the national tests for Year 6 suggest outstanding achievement in science, with virtually all pupils gaining level 5.

Teachers use the school grounds extremely well to support the curriculum, pupils' learning and their personal development. Pupils help to maintain the school garden and learn about the benefits of composting. They have a very clear understanding of healthy lifestyles because of the school's work to gain the Healthy Schools and Activemark awards. They enjoy healthy snacks at playtime and run about happily in the grounds, enjoying the two adventure playgrounds, one of which they designed themselves.

The headteacher has an extensive knowledge of every pupil. He monitors their individual progress extremely closely and quickly identifies if they need extra support. Pastoral care is strong. Support and guidance available to each pupil is outstanding and all safeguarding arrangements meet current government requirements.

Leadership and management are excellent. Significant improvements have taken place since the last inspection, for example the successful extension of the premises make teaching and learning more enjoyable and effective. Staff work extremely hard to provide a rich curriculum and excellent care for pupils. Teachers with subject responsibilities work well with governors to monitor the curriculum and identify improvements. Governors provide good levels of support and challenge to the school's work and monitor budget spending extremely well. They are developing their knowledge of standards and achievement. The school promotes community cohesion very effectively within the school and local context. Links with two schools in France enable pupils to practise their French language skills and help them to understand about life in a different community. The school is at an early stage in developing links with different UK communities, to help pupils understand more fully about life in multicultural Britain. The school overall is very successful in all its work and is in an excellent position to continue to improve in the future.

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

### **Grade: 1**

Children take great delight in all the exciting experiences provided for them in 'The Cabin'. They quickly develop confidence and independence, make excellent progress and most exceed the goals expected of them by the end of the year. Good relationships exist between the children and with the adults who teach them. Staff know the children extremely well and have a kind,

caring approach in their dealings with them, particularly those that need more help with their learning.

Children move freely between the inside and outside areas, enjoying for instance, 'reading' travel brochures, 'buying' new clothes for their holidays and packing their suitcases. Adults interact with children individually, encouraging them to express their ideas and reflect on their activities. This helps them to develop a wide range of vocabulary as well as increase their understanding and confidence. There is a careful balance between adult-led activities and opportunities for children to choose for themselves.

The leadership and management of the Early Years Foundation Stage is very successfully. Well-established systems are in place to ensure children's health and safety. Staff carefully record children's achievements and this information they use very effectively to plan subsequent activities that help them to take the next steps in their learning. Parents are very grateful for the school's efforts to help their children make an excellent start to their formal education. One said, 'They are caring and teach the children confidence and self respect - a fantastic team!'

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

- The headteacher, staff and governors should extend links with communities in other parts of the UK to promote community cohesion more effectively.

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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?	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

How effective is the provision in meeting the needs of children in the EYFS?	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

How well do learners achieve?	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

<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?	2
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	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 June 2009

Dear Pupils

Inspection of Tattingstone CofE VC Primary School, Ipswich, IP9 2NA

Thank you all very much for welcoming us to your school recently. It was good to watch you working in lessons and chat to you in the playground and around the school.

You go to an outstanding school. All the adults look after you really well. It was great to hear your views of the school and how much you enjoy learning. This is because the teachers organise lots of different experiences to make learning interesting and fun. Your artwork on display was really impressive and the poetry that Year 5 and 6 pupils wrote was excellent. You take great care with your work and try your best to meet the targets that your teachers set. Your hard work, along with very good teaching, helps you to achieve extremely well. Your behaviour and attendance are excellent. You know the importance of keeping fit and healthy, many of you participating in the activities such as skiing and sailing that the school organises for you.

The people in charge are doing a great job. They are always looking for ways to make the school even better for you, the pupils. We have asked them to forge links with other communities in the UK so you gain a better understanding about what life is like for other people.

Thank you once again for your help. Best wishes for the future.

Yours faithfully

Mrs M Summers

Lead inspector