

Copdock Primary School

Inspection report

Unique Reference Number	124577
Local Authority	Suffolk
Inspection number	340604
Inspection dates	24–25 June 2010
Reporting inspector	Nick Butt

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	70
Appropriate authority	The governing body
Chair	Mr Simon Hurst
Headteacher	Mrs Joanne Austin
Date of previous school inspection	24 January 2007
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Introduction

This inspection was carried out by two additional inspectors. The inspectors visited nine lessons and observed four teachers. They held meetings with governors, staff and groups of pupils. They observed the school's work and looked at a selection of documentation, including planning, evidence of monitoring such as lesson observations, and analysis of pupils' work and other assessment information. Inspectors scrutinised inspection questionnaires returned by 25 parents and carers, and by staff and pupils.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the consistency of progress of pupils with special educational needs and/or disabilities
- the impact that curriculum development has made on outcomes for pupils
- the extent to which all pupils are challenged sufficiently.

Information about the school

This is a smaller-than-average primary school in a village just outside Ipswich. Most pupils are of White British heritage. The proportion of pupils with special educational needs and/or disabilities is average. The school has Healthy Schools status and the Activemark award. It also has the Naacemmark award for innovative use of information and communication technology (ICT). There are plans for the school to federate with another local school in September 2010, with the Copdock headteacher becoming executive headteacher over both schools. An independently run pre-school shares the site and is subject to separate inspection.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

1

The school's capacity for sustained improvement

1

Main findings

Copdock is an outstanding school. Inspirational leadership from the headteacher and senior teacher ensure that significant features of its work are excellent, such as the dynamic and highly motivating curriculum and the superb level of care the school provides for all its pupils. Good teaching enables pupils to achieve well from broadly average starting points so that, by the end of Year 6, attainment is above average in English and mathematics. Parents rightly have a high opinion of the school. One, speaking for many, said, 'My children are very happy at Copdock and I wouldn't want them to go anywhere else, as it has a lovely atmosphere, where older children support younger children, and relationships are all very positive. We are proud of our school.'

Pupils have an outstanding understanding of keeping safe, both for themselves and for their friends, and make their concerns known, for example about inconsiderate parking at the start of the school day. The award of the Activemark and Healthy Schools status confirms their very positive embracing of healthy lifestyles, taking plenty of exercise and enjoying the full range of sports clubs the school offers. Pupils grow their own vegetables in the school garden and make healthy choices, such as creating fruit cocktails for the school's 'seaside day'. Pupils are very keen to take responsibility around the school, to the extent that every child in Key Stage 1 has a 'job'. Older pupils run activities for the younger ones and there are a variety of strong links with the local community, including the parish council. Pupils maintain excellent attendance year after year, a sign of their great enjoyment of school and what it means to them. As one pupil said, 'Everyone knows each other and we help each other.'

Changes to the curriculum have introduced a thematic approach that is based on teaching pupils the skills they need. This has made the curriculum more creative and tailored to pupils' interests and aspirations. A real strength of the school is the way in which it listens to pupils and acts upon their views. Indeed, in the pupils' questionnaire, 97% stated that 'adults are interested in my views' and all pupils agreed that 'adults in my school care about me'. The very well established Virtual Learning Environment (VLE) gives pupils a wide range of opportunities to make their views known electronically.

The school has come on in leaps and bounds since its last inspection due to the dedication and energy of its whole staff team. Very thorough monitoring ensures that self-evaluation is accurate, and all staff contribute to evaluating the school's performance and writing strategic plans for improvement. A focus on writing this year has brought about rapid improvement. Excellent leadership of teaching and learning gives all staff opportunities to reflect upon their practice and to learn new skills. Outstanding practice is not always shared sufficiently widely, however, as there are a few inconsistencies in the rate of progress of some pupils stemming from the level of

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challenge they receive. In view of the considerable achievements of the leadership team in bringing about improvement, and especially with the exciting prospect of federation creating new opportunities for developing leadership, the school's capacity for further improvement is outstanding.

What does the school need to do to improve further?

- Share outstanding practice more widely across the school in order to:
 - ensure the progress of all pupils is at least good
 - plan work that challenges all pupils to achieve as well as they can.

Outcomes for individuals and groups of pupils**2**

Pupils thoroughly enjoy coming to school. They feel part of a special community where they are treated with respect and their voice is heard. All pupils have 'learning journeys' where they reflect upon how they learn best, and where they respond to their learning experiences. This forms part of a beneficial dialogue with their teachers, particularly as they focus on achieving individual targets. Such activity prepares them well for secondary school, as they develop the skills and personal qualities they need to succeed. Pupils rise to the challenges they are set, as when Year 5 and Year 6 were required to design and cost a theme park that would yield a profit, having to think up ways to generate additional income. Pupils in Years 3 and 4 used their knowledge of shape to build models of Greek temples as part of a history project.

The school identified that some pupils with special educational needs and/or disabilities were not making expected progress and analysed why this might be. As a result of additional support from the school's team of well-trained teaching assistants, this situation was turned around. Pupils' behaviour throughout the school is good, and they have a strong sense of natural justice, making clear if they feel somebody has stepped out of line. Their spiritual, moral, social and cultural development is good, getting on extremely well together and with a good understanding of the range of cultures and traditions that make up the United Kingdom and the wider world. Links with an orphanage in Kenya and a residential trip, where they lived in a replica African village, give pupils insight into the daily challenges people face, for example in fetching fresh water.

These are the grades for pupils' outcomes

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account: Pupils' attainment ¹	2
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	1
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	1
The extent to which pupils contribute to the school and wider community	1
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account: Pupils' attendance ¹	1
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Pupils cooperate very well in pairs and groups, sharing ideas and working in teams. Teachers make clear what pupils are learning and the steps they will need to follow to be successful. Pupils have positive attitudes to learning and enjoy very good relationships with staff. Practical and creative activities in the afternoon give pupils opportunities to apply their knowledge and skills across a range of subjects. Good questioning makes pupils think, and is often targeted at individuals. In general, work is matched well to pupils' abilities and aptitudes, although, occasionally, more-able pupils are not challenged sufficiently. Marking is good because it shows pupils clearly how to improve, especially in their writing, and 'flightpaths', (tables that record pupils' development over time) enable pupils to understand the progress they are making. All pupils have 'passports' that help to develop their understanding of other cultures well, as they research how people live in different parts of the world and add sections linked to their personal experiences, for example if going abroad on holiday. Excellent use of the school's extensive grounds, including a mature woodland area, gives pupils an understanding of the environment and the beauty of nature. They use the VLE for a wide range of purposes, recording blogs and podcasts, writing 'wikis' about factual topics of interest, and joining in with chatrooms, for example by quizzing Year 7 pupils about life at secondary school. The school ensures that all pupils are fully aware of how to keep safe on the internet. Outstanding enrichment means that pupils can access a wide range of clubs and benefit from many visits and visitors. The school's film club is thriving, with over 40 members settling down each week to view classics such as The Wizard of Oz.

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The school cares extremely well for its pupils, supporting families going through difficult times and providing an excellent range of interventions to meet every need. It can point to several examples where potentially vulnerable pupils have thrived after joining the school because of the high quality support provided. There is good provision for pupils with special educational needs and/or disabilities, enabling them to achieve well in relation to their starting points.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	1
The effectiveness of care, guidance and support	1

How effective are leadership and management?

Leaders inspire the school community with clear aims and values that bring out the best in pupils and adults alike. An innovative approach has seen the school lead the way in developing the VLE, including securing a grant for a joint ICT project with another school. This work has been recognised with the award of the Naacemark. Coaching of staff has been successful in improving the provision, and this is evident in better outcomes for pupils, with attainment rising. The governing body knows the school well, and new governors are taking to their roles successfully. However, they do not monitor sufficiently closely the school's key priorities for improvement, such as the initiatives in writing.

The school engages with parents exceptionally well, running a variety of workshops and consulting them through a parents' forum. There is good equality of opportunity, especially in the ways that all pupils are included and in the absence of discrimination. However, some variations still occur in the rate of pupils' progress and in the quality of provision. Arrangements for safeguarding pupils are outstanding, with particularly effective methods for recording concerns, and thorough risk assessments regularly undertaken. The school has analysed its locality and reaches out well to its community, promoting cohesion effectively. There are strong international links with schools in Kenya, France and New Zealand. Pupils do not have so much direct experience of people from the full range of cultures that make up the United Kingdom.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	1
Taking into account: The leadership and management of teaching and learning	1

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The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	1
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	1
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Children get off to a good start in the Reception class because of a very well-planned curriculum that focuses on developing their basic literacy and numeracy skills. Daily sessions linking letters and sounds and having opportunities to write help them to make good progress. They become independent through planning their own activities and reflecting on their experiences. Each week, children comment on things they have particularly enjoyed and consider what they would like to do next. Good use is made of the outdoor space in all areas of learning. Children particularly enjoy playing hide and seek in the 'forest' and finding out about the natural world. Children's progress is tracked carefully and their achievements recorded in 'learning journeys'. While short notes are kept of significant episodes in children's development, there is not enough focused observation of what they can do and achieve, linking to the next steps in their learning. Parents are fully involved in their children's education; a useful notice board explains what is happening each week and the focus of learning. By the end of the Reception Year, most children are reaching the goals expected of them and some are exceeding them, having achieved well in relation to their starting points. There is good leadership, especially considering that the class contains pupils of mixed ages, and a high degree of organisation.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

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Views of parents and carers

All parents and carers who returned questionnaires agree that the school keeps them well informed about their children's progress. Almost all say their children enjoy school, they feel their children are kept safe and that the school is led and managed well. A few queried whether the school meets their child's particular needs. Inspectors found that the level of care and guidance for pupils was outstanding, as staff knew the pupils very well.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Copdock Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school. The inspection team received 25 completed questionnaires by the end of the on-site inspection. In total, there are 70 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	16	64	8	32	1	4	0	0
The school keeps my child safe	15	60	9	36	1	4	0	0
The school informs me about my child's progress	14	56	11	44	0	0	0	0
My child is making enough progress at this school	14	56	9	36	2	8	0	0
The teaching is good at this school	15	60	8	32	2	8	0	0
The school helps me to support my child's learning	13	52	9	36	3	12	0	0
The school helps my child to have a healthy lifestyle	14	56	10	40	1	4	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	12	48	9	36	1	4	0	0
The school meets my child's particular needs	12	48	9	36	4	16	0	0
The school deals effectively with unacceptable behaviour	11	44	12	48	2	8	0	0
The school takes account of my suggestions and concerns	11	44	11	44	2	8	0	0
The school is led and managed effectively	17	68	6	24	1	4	0	0
Overall, I am happy with my child's experience at this school	13	52	8	32	3	12	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above is for the period 1 September to 31 December 2009 and is the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



28 June 2010

Dear Pupils

Inspection of Copdock Primary School, Ipswich, IP8 3HY

Thank you for making us so welcome when we visited your school. Copdock is an outstanding school. Here are some of the special things about it.

Children in the Reception Year get off to a good start.

You know all about staying safe and keeping healthy.

You do a lot to make the school a happy place.

Your attendance is excellent.

The lessons are interesting and enjoyable.

The VLE is an outstanding resource for you to use at home.

There are plenty of clubs for you to enjoy.

The school cares for you extremely well.

The headteacher and senior teacher lead the school exceptionally well.

We have asked your teachers to share their excellent ideas so that you all do as well as you can. In particular, we want you to be challenged to do your best.

You all can help by recording in your learning journeys what you enjoy about school and the things you would like to find out about.

Thank you once again for your help. Our best wishes for the future.

Yours sincerely

Nick Butt

Lead inspector

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