

Waldringfield Primary School

Inspection report

Unique Reference Number	124615
Local Authority	Suffolk
Inspection number	340613
Inspection dates	23–24 March 2010
Reporting inspector	James Henry

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	68
Appropriate authority	The governing body
Chair	Carolene Tanner
Headteacher	Sarah Wood
Date of previous school inspection	7 November 2006
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Introduction

This inspection was carried out by two additional inspectors. Inspectors observed six lessons, seeing all three teachers in the school. Meetings were held with the headteacher, the Early Years Foundation Stage leader, three governors, a group of pupils and two parents. In observing the school's work, inspectors looked at the school's own judgements of its performance, assessment information, local authority reports and school policies, including safeguarding procedures. Also 29 parental questionnaires as well as pupil and staff questionnaires were reviewed and analysed.

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

- pupils' progress across the school in English and mathematics
- the quality of learning and teaching in the school
- the school's procedures for assessing pupils' progress
- how effectively the school promotes community cohesion.

Information about the school

The school is much smaller school than the national average. The majority of pupils come from White British backgrounds and travel to the school from a wide surrounding area. The number of pupils with special educational needs and/or disabilities is higher than normal. Few pupils are eligible for free school meals. A new headteacher was appointed two years ago.

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?

2

The school's capacity for sustained improvement

2

Main findings

This school has improved since its last inspection due to the sustained efforts of a determined leadership team. The rate of pupils' progress has increased and is now good, although leaders know that there is still some unevenness in mathematics.

Children quickly settle in the Early Years Foundation Stage. They develop a sense of independence because their individual learning needs are effectively identified and met. Throughout the rest of the school, attainment is rising with overall results in Year 6 being significantly above the national average. However, over the past two years attainment in English has been better than mathematics. Leaders appreciate that a priority for the school is to raise attainment in mathematics to the levels achieved in English.

Pupils are generally taught well and are keen to learn. School data show more able pupils are now making good progress. While activities meet the needs of different groups of pupils, tasks given to those with middling ability in mathematics are not always challenging enough to improve their rate of progress. Because of the rigorous tracking and target setting procedures now embedded in the school, the school has recognised this as an area for improvement. This shows that senior leaders can accurately identify areas where individuals and groups of pupils need to improve. The effectiveness of school self-evaluation and senior leaders' ability to address areas of weakness mean that there is good capacity for sustained improvement. The governors have also played a good part in moving the school forward, following a change in organisation of committees, designed to hold the school accountable for its performance.

Pupils enjoy school and when asked made comments such as 'I like school because it is fun and interesting.' They respond well to the different activities provided, especially in extra-curricular opportunities, such as the running club, cookery and gymnastics. These activities are eagerly taken up and also promote the pupils' awareness of living a healthy lifestyle.

Inspectors found that behaviour was good both in lessons and generally around the school. Pupils said they felt safe in school and that they had confidence in teachers to deal with any isolated incidents of bad behaviour.

Pupils make a good contribution to the school. Given the small numbers, all pupils have an input into the school council. Through regular assemblies, pupils are able to express their views and make suggestions on how to improve the school, such as the introduction of a 'buddy bench' and a wild life pond area.

Topics in the curriculum develop pupils' understanding of other cultures and beliefs.

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However, the school recognises that there are few opportunities for pupils to meet with others from different social, economic or cultural backgrounds. Consequently, the school's contribution to promoting community is satisfactory. Attendance is only satisfactory because some pupils are taken on holiday during the time when they should be attending school. However, pupils are well prepared for their next stage in education because of their good personal development and achievement.

What does the school need to do to improve further?

- Raise attainment in mathematics by the end of Year 6 by:
 - increasing the level of challenge in lessons for middle attainers
 - ensuring marking consistently informs pupils how to improve further.
- Raise the rate of attendance of pupils by reducing the level of unauthorised absence throughout the school.
- Improve the way that the school promotes community cohesion and pupils' understanding of different communities by:
 - establishing links with schools in different social, cultural or economic settings in Britain.

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

Owing to small numbers in each year group, attainment fluctuates from year to year, especially with differing numbers of pupils with special educational needs and/or disabilities. However, as observed in lessons, pupils' progress in their learning is good. Pupils with special educational needs and/or disabilities are well supported and achieve well given their starting points. Across the school, progress in English is more consistent than mathematics, resulting in attainment by the end of Key Stage 2 over time being significantly above the national average in English and above in mathematics. Observations of lessons show that pupils are learning at a good rate. While some lessons tend to be teacher led, for most of the time pupils are actively involved in their learning through discussion and joint activities. Pupils thoroughly enjoy their learning and their time in school due to the good relationships between teachers and pupils. Pupils develop good values and have opportunities to think and reflect during activities such as assemblies. Also displays around the school, such as one on equal rights, promote pupils' good social and moral development. Cultural development is satisfactory. While topics like 'Black History Month' give pupils an awareness of other cultures, their understanding is comparatively weak and limits the school's contribution to community cohesion.

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	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
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	3
The extent of pupils' spiritual, moral, social and cultural development	3

How effective is the provision?

Pupils' rate of progress has increased due to a successful drive by the headteacher to improve teaching across the school. Although some satisfactory teaching was observed, it is good overall. Teachers make good use of resources such as interactive whiteboards to make learning interesting. Systems to track pupils' progress, along with challenging targets, help teachers plan the next stages in pupils' learning. While more able pupils are now making consistently good progress, some of the middle attainers are not sufficiently challenged in mathematics to acquire new skills quickly. Teachers mark pupils' work regularly and diligently with effective use of praise. However, written feedback informing pupils what to do next to improve their work is inconsistent, especially in mathematics.

Pupils are well cared for with those who need extra help being effectively supported through the use of teaching assistants. This means that pupils with special educational needs and/or disabilities make good progress given their starting points.

The school works effectively as part of a cluster of schools to organise different activity days for pupils, including a residential visit for Year 5 and Year 6. These activities and the numerous after school clubs enrich the curriculum and add to pupils' enjoyment of their education.

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

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	
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The headteacher has led a good drive for improvement over the last two years. The accelerated progress now seen in lessons shows that pupils are beginning to reap the benefits. Senior leaders and governors work well together and their ambitions are shared by staff. The headteacher has made an accurate analysis of the strengths of the school and areas requiring improvement. This forms an effective basis for future planning. The decision to re-deploy staff to teach Year 1 and Year 2 separately from Reception children has had a positive impact on raising standards.

Governors have changed their organisation and committee structure since the last inspection. This has developed their monitoring role, and therefore they now have a well established ability to challenge the work and performance of the school. This is shown through their knowledge that some middle attaining pupils are not always sufficiently challenged to achieve well in mathematics given their capabilities.

Systems are securely in place to safeguard pupils. The school makes regular checks on performance and the good care and support given to different groups of pupils, especially those with special educational needs and/or disabilities. This shows the school's commitment to ensuring every pupil achieves well. The school has good plans to promote community cohesion further. While this is good within the local community, and in developing understanding of the global community, pupils' first-hand knowledge of diversity is not so well developed.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
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	2
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	2
The effectiveness with which the school promotes community cohesion	3

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The effectiveness with which the school deploys resources to achieve value for money	2
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Early Years Foundation Stage

Provision in Reception is good and children develop well in the warm and welcoming environment. Strong liaison with parents and the wide variety of pre-school settings means that children settle quickly. The levels of skills and knowledge, on entry to the school, vary each year as numbers are small. The current children joined with attainment typical for their age. They have made good progress and are in line to enter Year 1 above the expected levels. Strong links with parents and good relationships within the classroom make an effective contribution to children's personal, emotional and social development.

Thorough assessments ensure that individual children are tracked regularly and that targeted support is given to help them all make good progress. The attractive environment enables children to have fun while investigating themes linked to their learning. The bird theme, for example, meant that children were busy developing their counting skills through practical activities. There is a good balance of child-initiated and adult-led activities in and out of the classroom, allowing children to develop as independent learners. However, there is a lack of resources to develop children's creative development in the outdoor area.

Leadership and management are good, staff are well motivated and improvements, such as separating Reception children from the rest of Key Stage 1, have had a positive impact on the achievement and well-being of the children.

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

Views of parents and carers

The majority of parents, who responded to the questionnaire, said that they were happy with the school nearly all of the time. The vast majority felt that their children made good progress and that they are well taught. A very small minority of parents raised concerns about the way that the school dealt with unacceptable behaviour and their concerns being taken into account. However, inspectors found that behaviour was good both in class and generally around the school. Also the school has effective systems for taking parents concerns into account as shown by the parents' forum being involved in

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reviewing and changing the school homework policy.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Waldringfield 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 29 completed questionnaires by the end of the on-site inspection. In total, there are 68 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	16	55	11	38	1	3	1	3
The school keeps my child safe	16	55	12	41	1	3	0	0
The school informs me about my child's progress	12	41	14	48	2	7	0	0
My child is making enough progress at this school	13	45	16	55	0	0	0	0
The teaching is good at this school	17	59	10	34	2	7	0	0
The school helps me to support my child's learning	13	45	12	41	3	10	0	0
The school helps my child to have a healthy lifestyle	15	52	13	45	1	3	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	41	14	48	1	3	0	0
The school meets my child's particular needs	14	48	12	41	3	10	0	0
The school deals effectively with unacceptable behaviour	13	45	13	45	2	7	1	3
The school takes account of my suggestions and concerns	16	55	9	31	3	10	1	3
The school is led and managed effectively	15	52	11	38	1	3	2	7
Overall, I am happy with my child's experience at this school	19	66	8	28	2	7	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 inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

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 were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

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.



Thursday 25 March 2010

Dear Pupils

Inspection of Waldringfield Primary School, Woodbridge, IP12 4QL

Thank you for making us feel so welcome when we visited your school recently. We enjoyed watching you do your best for your teachers in lessons. The headteacher and all the other staff work hard to help you learn and enjoy school. The school gives you a good education and cares for you well. By the time you leave most of you reach standards that are above those found in other primary schools.

Here are some of the good things that we found out about your school.

You enjoy school and being with your friends.

You are keen to learn and to do your best. As a result, you make good progress and achieve well.

You treat each other with respect and are always willing to help around school.

You enjoy taking part in the activities that the school has to offer.

You are always willing to help other people in the community through supporting a number of charities.

To help make sure you do even better, we have asked the headteacher and other adults who look after you to do three things to improve the school.

Improve standards in mathematics by making sure that those of you in the middle groups in classes always make good progress and by making sure that you are being challenged in lessons and through teachers' marking that tells you how to improve further.

Ask your parents not to take you on holiday when you should be in school.

Increase your understanding of different cultures by giving you more opportunities to learn about life in schools that are different from Waldringfield.

You can help by continuing to work hard and supporting one another. Good luck for the future.

Yours sincerely

James Henry

Lead inspector

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