

# Tuddenham Church of England Voluntary Controlled First School

## Inspection report

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<b>Unique Reference Number</b>	124716
<b>Local Authority</b>	Suffolk
<b>Inspection number</b>	340634
<b>Inspection dates</b>	12–13 October 2009
<b>Reporting inspector</b>	Barbara Martin

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

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<b>Type of school</b>	First
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	4–9
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	93
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	David Bowman
<b>Headteacher</b>	Mrs Kathryn McMurtary
<b>Date of previous school inspection</b>	8 June 2007
<b>School address</b>	The Street Tuddenham St Mary Bury St Edmunds
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## **Introduction**

This inspection was carried out by one additional inspector at the school for two days and another in school for half a day. Inspectors visited four lessons and held meetings with the headteacher, chair of governors, staff and pupils. The documents looked at included the school development plan and policies. In addition, inspectors analysed 29 questionnaires from parents and carers, as well as those from pupils and staff. Selections of pupils' books were also scrutinised.

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

the effectiveness of the target setting and assessment procedures

- the school development plan targets and how success is measured
- how successfully the school promotes writing and reading skills across the school
- the challenge and motivation in lessons for the higher attaining pupils.

## **Information about the school**

This is a smaller than average school. The majority of pupils are of White British heritage with a minority from other ethnic backgrounds. Some pupils come from the local community but the majority of pupils travel to school from surrounding areas. The proportion of pupils with special educational needs and/or disabilities is well above average. Pupil mobility has been high since the catchment area changed in 2006. The school has recently been accredited with the Healthy Schools Award. There have been proposals to move this school into a new building in a nearby village at Red Lodge.

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

## Inspection judgements

**Overall effectiveness: how good is the school?**

**2**

**The school's capacity for sustained improvement**

**2**

## Main findings

Tuddenham First School is a welcoming school with a friendly atmosphere. It has many strengths of which it can be proud. For example, the highly effective way it promotes healthy lifestyles and cares for its pupils. Pupils are fully aware of what they need to do to lead a healthy lifestyle and take the opportunity of becoming involved in the many sporting opportunities that the school offers. Pastoral care is excellent for all pupils because staff know their pupils well and react quickly and sensitively to issues as they arise. Pupils really enjoy school. This is reflected in their exemplary attitudes to learning and their excellent behaviour. Very good relationships exist between staff and pupils. As a result, the ethos in school is excellent and the atmosphere is calm. Spiritual, moral, social and cultural development is outstanding. Opportunities are built into the curriculum for pupils to reflect about their lives and those of others. The curriculum provides many opportunities for pupils to gain good understanding of other cultures and belief systems. Parents and carers appreciate the outstanding care and support their children receive and recognise that their children are happy and enjoy school. A typical comment from a parent is: 'We are so grateful to have a school like Tuddenham. My child is thriving.'

Children start in Reception with skills, knowledge and abilities below those typical of four and five-year-olds nationally. They make good progress because of the good provision. Good and imaginative teaching gives children a wide range of exciting activities matched to their individual needs. Children are given the confidence to follow their own interests in the safe and secure indoor and outdoor learning areas. By the end of Year 4, most pupils reach standards that are slightly above the national average in all subjects. This represents good achievement. Pupils with special educational needs and/or disabilities are well supported in school. As a result of this, these pupils achieve well. Great emphasis is placed on promoting equal opportunities for all pupils. The school identifies any pupils who may be missing out or difficult to engage and takes practical steps in the classroom and beyond to meet their needs effectively.

The school has correctly identified that attainment in writing could be better. The school is beginning to have some success in raising standards in writing by introducing strategies such as a phonics (linking letters and sounds) programme and story trays. Many games have been bought to inspire the pupils' imaginations and give them more ideas for their creative writing. However, pupils do not have enough opportunities to practise and develop their writing skills across different subjects. in writing

The overall quality of teaching and the curriculum is good and, as a result, pupils make good progress, especially in mathematics. In some lessons, however, work is not matched closely enough to the pupils' abilities and pupils are not challenged enough.

This is particularly the case for more able pupils. The schools' leadership recognises this situation and is working with staff to ensure that work is accurately differentiated to match the abilities of all pupils.

The majority of the governors are new to their posts and have not had the appropriate training as yet to develop their areas of responsibility and to be able to hold the school to full account. Subject leaders have recently had a change of subject area and have not had sufficient time in their new roles to monitor the teaching of their subjects or to set clear criteria for success in raising standards.

The school has successfully tackled the key issues from the last inspection. This, together with pupils' good progress, the many strengths in provision and the school's own accurate evaluation of its strengths and weaknesses, shows its good capacity to continue to improve.

### **What does the school need to do to improve further?**

- Ensure that all governors attend training so that they can be more fully aware of their role in monitoring the school's performance.
- Improve the effectiveness of subject leaders in driving improvement by setting quantifiable success criteria that can be used to evaluate the effectiveness of how well their subject is taught.
- Raise the quality of writing in school by giving pupils more opportunities to use, apply and develop their writing skills in subjects other than English.
- Raise teachers' expectations of what pupils can achieve by ensuring that pupils, especially the more able, are always given activities that are closely matched to their abilities so that they are challenging and motivating.

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

<b>2</b>
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Pupils are keen to learn and the progress seen in most lessons was good. Pupils' work and their participation in activities show that most pupils are working to standards in line with those expected for their ages. Some pupils could achieve more, especially those who are more able.

During the school year, some pupils leave the school and others enter. This disruption to learning has an impact on end of year test results and targets. Nevertheless, those who join the school partway through their primary education are helped to make similar progress to their peers.

The quality of intervention work and extra adult support for those pupils with special educational needs and/or disabilities results in these pupils making good progress.

Pupils enjoy coming to school and this is reflected in their good attitudes to learning and excellent behaviour in and around school. Their comments were very positive: 'I really like this school' and, 'This is the best school in the world.' Pupils are caring and helpful towards one another. Incidents of bullying and racist incidents are very rare. Pupils feel safe in school and are confident that teachers will help them resolve any difficulties that

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

they might have.

As a result of excellent provision for their welfare, pupils understand a great deal about the need for a healthy lifestyle. As one pupil put it, 'My school is fun and healthy.' They talk about the importance of healthy food and exercise. They appreciate the fresh salad and fruit that are available every day. A better understanding of the wider community is being gained by pupils' involvement with the local church and the local hostel for the homeless. Pupils gain skills that will be useful to them in later life such as working with others, word processing skills, and listening attentively to others. Attendance has improved since the last inspection but remains satisfactory overall.

Spiritual, moral, social and cultural development is exemplary. Pupils are respectful, know right from wrong and relate well to each other and adults in school. Opportunities are made available for pupils to learn more about people from other backgrounds. An example of this is seen in the links with the international school at Ely and in the Sukkoth huts which had been decorated by the pupils as they learn about Judaism.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	3
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
<b>The extent to which pupils feel safe</b>	<b>1</b>
<b>Pupils' behaviour</b>	<b>1</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>1</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>3</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>1</b>

## How effective is the provision?

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

Teaching is generally confident and imaginative. Lessons move forward at a good pace. In most, but not all lessons, work is matched to pupils' different abilities and the pupils are actively involved in their learning. Computers are used well, not just in information and communication technology lessons but also as a research tool for learning in other subjects. Teaching assistants are skilled at providing additional help to pupils with learning difficulties. Teachers are continually assessing and keeping track of pupils' progress. As a result, all pupils have the appropriate curricular targets to move them on to the next steps in their learning. The quality of marking of pupils' work has improved since the last inspection but this remains inconsistent across school.

The pupils find it motivating when skills are taught through topics, where several subjects are linked together. A good example of this was seen when some pupils were researching Ancient Greek theatres. Pupils used research skills, taking notes, and made masks to use in drama. The school works well with parents and carers and keeps them informed about what their children are expected to learn. It has helped them increasingly to understand the importance of attendance. Pupils trust staff and know exactly what to do should they need help. This excellent quality care is based on a commitment to meeting the needs of all pupils.

*These are the grades for the quality of provision*

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

## How effective are leadership and management?

The headteacher has ambitious vision for Tuddenham. Staff are very positive about the way in which she manages the school. The staff work well together as a team and have created a school where pupils are confident individuals who care for each other exceptionally well. Subject leaders are keen to develop their subjects but are in the early stages of doing this as they are fairly new to their roles. The majority of the governors are also new to their roles and have not had enough time to develop a good understanding of what they need to do to move the school forward. The governors are in the process of restructuring their committees and organising future training in order to help them become more involved in evaluating school performance. Safeguarding procedures in school are secure and meet all requirements. The school is providing opportunities for positive interaction and the building of relationships with people from a range of different backgrounds, especially in the local community. The school has plans for the children to become pen pals to further develop their global awareness. The school's own community is fully inclusive and, as a result, the pupils have an excellent

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

understanding of and respect for the differences between individuals. Through tracking procedures, used consistently across school to track pupils' progress, the school has been able quickly to identify pupils who need extra support so that almost all make similarly good progress. Promoting equal opportunities for all is at the heart of the school's work. The leadership team takes account of pupils' varied life experiences and needs. The teaching, achievement, attitudes and well being of every pupil matter. The leadership team knows the school well and identifies strengths and weaknesses accurately. It acknowledges, for example, that communications between the school and parents and carers is an area for improvement.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>3</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>1</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## Early Years Foundation Stage

Children have a good start to school in the Reception class because of home visits and good provision that is well managed. Children settle quickly into school. Parents and carers have very good relationships with the Reception staff and appreciate the good progress that their children make. They appreciate that their children are very well prepared to start the National Curriculum in Year 1. Good teaching and a carefully planned stimulating learning environment ensure that all children achieve well. There is a good balance between teacher led and child initiated activities, both in and outside the classroom, with an emphasis on encouraging children to become independent. No wonder the children say they love their school. They are involved in purposeful, exciting activities such as making repeating patterns with natural materials, hunting for creatures in their nature area and creating imaginative stories in their 'tuff' trays. Good record and



assessment makes sure work is well matched to the particular needs of all the children, including those with special educational needs and/or disabilities.

Together, staff ensure that children are well cared for, supported by a rigorous approach to child protection and risk assessments. Good arrangements are in place to make sure children are safe and healthy. The Early Years Foundation Stage leader has identified clear priorities for improving provision. These include further developments to the curriculum and refining systems for assessing children's skills.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
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

Parents and carers express mainly positive views about almost all aspects of school. Some raised concerns about a lack of communication from the school. There are plans in place to improve communications to parents and carers through the learning platform, which will be available on a school web site, as well as a text messaging service.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Tuddendham First 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 inspector received 27 completed questionnaires by the end of the on-site inspection. In total, there are 93 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	21	75	6	21	1	4	0	0
The school keeps my child safe	19	68	9	32	0	0	0	0
The school informs me about my child's progress	18	64	7	25	3	11	1	4
My child is making enough progress at this school	13	46	12	43	2	7	0	0
The teaching is good at this school	14	50	13	46	1	4	0	0
The school helps me to support my child's learning	15	54	9	32	4	14	0	0
The school helps my child to have a healthy lifestyle	18	64	10	36	0	0	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)	13	46	14	50	1	4	0	0
The school meets my child's particular needs	14	50	13	46	0	0	0	0
The school deals effectively with unacceptable behaviour	16	57	12	43	0	0	0	0
The school takes account of my suggestions and concerns	14	50	11	39	2	7	0	0
The school is led and managed effectively	16	57	10	36	2	7	0	0
Overall, I am happy with my child's experience at this school	17	61	10	36	1	4	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

	Overall effectiveness judgement (percentage of schools)			
Type of school	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"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
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.**



14 October 2009

Dear Pupils

Inspection of Tuddenham First School, Bury St Edmunds IP28 6SA

Thank you for making the two days I spent in school so enjoyable and spending time to talk to me. This letter is to tell you what I found.

Tuddenham is a good school. I saw that you work hard and enjoy being in school. The teachers teach you well and provide you with many interesting things to learn. Your behavior is excellent and you care for and help each other in and around school well. You told me that you feel very safe in school and that you understand a lot about other people's religions and lifestyles that are different to yours. You also told me that you know how to stay healthy and enjoy all the opportunities in school to become involved in sports activities.

Although your school is good, I would like your teachers to:

Improve your writing skills by giving you plenty of opportunities to write in all your activities.

Make sure that your work is exciting and hard enough for those of you who find your work too easy.

Be sure that when new ideas are tried out that they check carefully how they are improving how well you are doing.

In addition I would like all your new governors to make sure they all take up the training on offer so that they can help to make the school even better. You can all help too by continuing to work hard and doing your very best, and especially by practising your writing skills and remembering your spellings and punctuation.

Thank you again for making me so welcome.

With my best wishes for the future.

Yours sincerely

Barbara Martin

Lead inspector

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