

# Eyke Church of England Voluntary Controlled Primary School

## Inspection report

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<b>Unique Reference Number</b>	124730
<b>Local Authority</b>	Suffolk
<b>Inspection number</b>	340640
<b>Inspection dates</b>	26–27 April 2010
<b>Reporting inspector</b>	Mike Thompson

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>	Primary
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	119
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Phil Robbins
<b>Headteacher</b>	Mrs Wendy Kelway
<b>Date of previous school inspection</b>	25 January 2007
<b>School address</b>	The Street Eyke Suffolk
<b>Telephone number</b>	01394 460328
<b>Fax number</b>	01394 420004
<b>Email address</b>	Ad.eyke.p@talk21.com

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## **Introduction**

This inspection was carried out by two additional inspectors, one of whom visited the school for half a day specifically to evaluate the effectiveness of safeguarding procedures. The inspectors observed all five class teachers at least once as they visited ten lessons, including observations with a specific focus on pupils with special educational needs and/or disabilities. The inspectors held meetings with some of the teaching staff, representatives of the governing body, and pupils, and looked at a range of information, including data showing the progress made by pupils and samples of pupils' work. Questionnaires returned by 41 parents, 63 pupils, and 11 members of staff were analysed.

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

- the achievement in English of Key Stage 2 pupils with special educational needs and/or disabilities, to determine the effectiveness of the support they receive
- the extent to which teachers provide consistently achievable challenges for all groups of pupils
- the extent to which the school has overcome the barriers to improvement resulting from lack of stable leadership in previous years.

## **Information about the school**

This small rural school caters for children from Eyke and the local villages of Tunstall, Campsea Ashe and Rendlesham. Most of its pupils are of White British heritage. The proportion of pupils with special educational needs and/or disabilities is well above the national average. Most of these pupils have general learning difficulties. Children in the Early Years Foundation Stage are taught alongside pupils in Year 1 and there are further mixed-age classes for pupils in Years 1/2, 3/4, and 4/5. Pupils in Year 6 are taught as a single year group.

Between September 2007 and January 2009 the school lacked stable leadership. Three acting headteachers were in post at different times during this period. The current headteacher was initially appointed as acting headteacher in January 2009 and became substantive headteacher in September 2009.

The school has the Activemark accreditation, in recognition of its promotion of physical education and sport, and Healthy School status.

The Eyke and Area Pre-school, which is located in the Old School House on the school site, is privately run and was inspected separately.

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

## Inspection judgements

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

**3**

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

**3**

## Main findings

Eyke Primary School is rapidly improving. This is because of the clear direction provided by the new headteacher, good teamwork and a shared sense of purpose displayed by staff, and the strong support of governors. About a quarter of the inspection questionnaires returned contained positive comments about the improvements that have been made. All of the parents who returned their questionnaires were happy with their children's experiences at the school and consider that it is well led and managed.

The impact of initiatives put in place by the headteacher is beginning to show results. The steady decline in the school's performance in English and mathematics over the past few years has been halted, and standards at the end of Year 6 are now set to rise. In all year groups, pupils are making better progress in these subjects because of a combination of factors. These include early identification of difficulties that pupils have with their learning and effective action taken to address their needs, improved staff morale, some good teaching built on well structured planning in English and mathematics, and regular 'pupil progress' meetings to monitor performance. In addition, teachers are good at developing pupils' confidence as learners; they ensure that new learning is introduced with care. There is a regular celebration of pupils' successes, based on a clear system for rewarding their efforts. Teachers' marking of pupils' work is also good in providing encouragement. Nevertheless, it is not always effective enough in helping pupils improve their work. This is because marking does not focus clearly on the targets set for pupils to achieve in English and mathematics. It is also inconsistent. In some classes it is extremely thorough and contains useful advice for pupils, most often in relation to their writing. In other instances it comprises mainly ticks and gives few developmental points. There is little evidence of pupils' involvement in evaluating their own learning and progress, and there is too little emphasis on individual targets to be achieved. Very few of the pupils interviewed could remember what their targets were. Teaching is satisfactory overall, and often good in English and mathematics. In other subjects, planning is not underpinned by a clear framework for assessing and tracking pupils' progress. Consequently, teachers do not have the information they need in order to plan work at different levels according to pupils' ages or stages of development. As a result, work is too easy for some pupils but too difficult for others. This weakness has arisen because work to develop the curriculum as a 'creative learning journey' is incomplete.

The impact of the headteacher's work to improve all aspects of the school's performance is also evident in increasing rates of attendance and a 30% improvement in punctuality this year. These are also testimony to pupils' enthusiasm for learning and the good partnership that has been developed with parents. Pupils interviewed said that they

really enjoy the topics that they study and the practical activities that they have as homework tasks.

The school provides effective care, guidance and support which results in some good aspects of pupils' personal development and well-being. Pupils' social skills are generally good. They show consideration for one another, work well together in lessons, share equipment sensibly, and are unerringly polite. A clear moral code is evident throughout the school, and pupils clearly know right from wrong. Behaviour is generally good, both in lessons and at play. In very closely supervised situations, such as when pupils are moving in to or out of assembly, it is impeccable.

Governors are supportive and effective in ensuring that legal requirements are met. However, they have not developed rigorous enough procedures regarding the promotion of community cohesion. Much of what is required is in place, but not in a formal and systematic way. Governors have too little impact in helping to raise standards, partly because some of them are recently appointed. The new Chair of Governors recognises that much needs to be done to ensure that all governors have the knowledge and skills necessary to provide independent challenge to the school's leadership team. The school's procedures for evaluating its effectiveness are sound and provide a generally accurate picture of its strengths and weaknesses. The school improvement plan provides clear direction, but lacks sharply focused criteria for assessing the impact of actions. Consequently, progress in reaching the targets set cannot be assessed objectively. There is now a trend of improvement in key areas, but still some remaining weaknesses that need to be addressed in order to accelerate pupils' progress. This means that the school has a satisfactory capacity for sustained improvement.

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

- Raise standards and accelerate pupils' progress by:
  - developing greater consistency in teachers' marking of pupils' work, including a clear focus on the targets that pupils need to attain
  - improving pupils' skills in evaluating their own learning and increasing their awareness of precisely what they need to do to improve their work
- Ensure that the new curriculum in subjects other than English and mathematics is securely underpinned by a clear framework for assessing and tracking the development of pupils' skills. Ensure that teachers use this information to vary the level of challenges within tasks provided for pupils.
- Develop the skills of governors in monitoring the work of the school so that they are better informed in holding the headteacher and staff to account for their actions. Ensure a more structured approach to the promotion of community cohesion.
- About 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

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

One of the key inspection foci was the performance in English of Key Stage 2 pupils with special educational needs and/or disabilities. This was because national data indicated underachievement in this area in 2009. Some of these pupils have difficulty in concentrating, while others have limited cognitive skills, yet in 'intervention groups' these barriers to learning are successfully countered through intensive, good quality individual support. In most instances these pupils make good progress. However, in some year groups, where there are a lot of pupils with identified learning difficulties, the impact of the additional help provided is limited because of the numbers involved, and this adversely affects progress. Overall, these pupils learn satisfactorily.

Teachers effectively use the clear guidance provided through planning in English and mathematics to pitch work at different levels and provide achievable challenges for all pupils regardless of age or prior attainment. For example, in a mathematics lesson in a Year 1/2 class, the higher attaining pupils were challenged to use 'counting on' strategies in subtraction sums involving two-digit numbers, while middle and lower attaining pupils were suitably challenged by activities that demanded different levels of skill in ordering numbers. However in subjects where the tasks provided are generally the same for all pupils progress slows, particularly for the older and higher-attaining pupils.

Since about a third of the pupils who completed the inspection questionnaire had some concerns about behaviour, the inspection looked very closely at pupils' conduct. Discussions with pupils revealed that their concerns generally relate to a very small minority, all of whom have clearly identified behavioural, emotional and social difficulties. The behaviour of these, and all pupils, is monitored very carefully and all incidents are quickly and thoroughly dealt with. One pupil maturely viewed the difficulties that these few pupils experience as 'part of growing up'.

Pupils clearly know what they need to do to keep fit and healthy, but support for extra-curricular physical activities is disappointing. The pupils are proud of their school, and enjoy the opportunities provided to take responsibility, for instance as members of the school council or by carrying out jobs. Overall, pupils make a satisfactory contribution to the day-to-day life of the school, but they are less involved in activities that have an impact within the local community.

*These are the grades for pupils' outcomes*

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<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.

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account: Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>3</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>3</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>	2
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>3</b>

## How effective is the provision?

Teachers display many good technical skills; these include good relationships with their pupils, well established routines, and effective management and organisation of their lessons. Unfortunately, the impact of teaching on pupils' learning is not always as good as it should be where tasks are not matched closely enough to pupils' different levels of attainment. In other respects, teachers use assessment well to identify pupils who need extra help to tackle specific difficulties in their learning.

Pupils greatly enjoy the challenges presented by the new approach to homework and respond well. For example, pupils in Year 6 not only designed and made their own chocolate product, but also produced containers to keep it cool. The cross-curricular themes recently introduced effectively capture pupils' imagination and provide many enjoyable challenges for pupils.

The good provision for the care, guidance and support of pupils permeates all aspects of school life. The needs of individuals are well known, and pupils feel valued members of the school 'family'. There are very clear, well-established, arrangements to induct pupils into school and to ensure a smooth transition as they move on to the next phase of their education.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>3</b>
Taking into account: The use of assessment to support learning	3

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

<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>3</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

## How effective are leadership and management?

Almost all of the pupils surveyed felt that the headteacher and senior staff are doing a good job. This reflects the pupils' appreciation that this is an inclusive school in which discrimination has no place and which gives them a sense of belonging. The direction provided in embedding ambition and driving improvement stems largely from the headteacher, ably supported by all staff.

All of the parents who returned the inspection questionnaires felt that the school is good at looking after their children. Safeguarding procedures have a high profile and are rigorously applied. All of the required documentation is in place, although some needs to be reviewed. The paperwork relating to the screening of adults working with pupils is impeccably maintained.

The range of effective partnerships with, local schools is a strength of leadership and management which has added value to pupils' experiences at school. For example, two pupil referral units provide valuable training and support to enhance provision for those with special educational needs and/or disabilities. The strong partnership between the school and parents is making a significant difference to pupils' learning and welfare. For example, the parents' action group has been involved in developing the practical approach to homework and in writing the school travel plan.

The school fully recognises the need to help broaden pupils' horizons and their appreciation of other communities, particularly within national and global contexts. However, much of what it is doing in this respect lacks a formal framework.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>3</b>
Taking into account: The leadership and management of teaching and learning	3
<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>3</b>
<b>The effectiveness of safeguarding procedures</b>	<b>3</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>



<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>3</b>
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## Early Years Foundation Stage

The curriculum for the Early Years Foundation Stage children is still being developed. The well designed outdoor learning area was completed the week before the inspection and staff are developing an understanding of how to make best use of it. Consequently, inspectors did not see the seamless integration of indoor and outdoor learning that is normally expected, but instead observed some formal lessons which were largely directed by adults. Even though the curriculum satisfactorily covers all areas of learning, the school acknowledges that systems to track the day-to-day progress made by children are not yet developed well enough. Nonetheless, they are well cared for, make satisfactory progress and, typically, most achieve the goals expected by the time they move into Year 1.

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

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>3</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

## Views of parents and carers

Parents and carers were overwhelmingly positive in the views of the school expressed though the questionnaires. There is no common theme within the few negative responses.

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

Ofsted invited all the registered parents and carers of pupils registered at Eyke Church of England Voluntary Controlled 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 41 completed questionnaires by the end of the on-site inspection. In total, there are 119 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	24	59	17	41	0	0	0	0
The school keeps my child safe	32	78	9	22	0	0	0	0
The school informs me about my child's progress	20	49	21	51	0	0	0	0
My child is making enough progress at this school	18	44	22	54	1	2	0	0
The teaching is good at this school	26	63	15	37	0	0	0	0
The school helps me to support my child's learning	24	59	17	41	0	0	0	0
The school helps my child to have a healthy lifestyle	24	59	14	41	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)	25	61	12	29	0	0	0	0
The school meets my child's particular needs	23	56	17	41	1	2	0	0
The school deals effectively with unacceptable behaviour	22	54	16	39	2	5	0	0
The school takes account of my suggestions and concerns	21	51	18	44	0	0	0	0
The school is led and managed effectively	34	83	7	17	0	0	0	0
Overall, I am happy with my child's experience at this school	30	73	11	27	0	0	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

	Overall effectiveness judgement (percentage of schools)			
Type of school	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](http://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.

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## 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.**



28 April 2010

Dear Pupils

Inspection of Eyke Church of England Voluntary Controlled Primary School, Suffolk, IP12 2QW

On behalf of your inspectors, I would like to thank you for being so welcoming and helpful when we visited your school. We think that your school provides you with a satisfactory education. This means that there are a lot of things that the school is doing right and some things that need to be improved. I know that all the adults who help to run your school want it to be a good school. For this to happen, you need to make better progress in your work.

Here are some of the things I liked best about your school.

I was impressed by your good manners and behaviour.

You feel safe because the staff take good care of you.

Most of you come to school regularly - well done!

Your teachers plan some really exciting things for you to do.

I particularly like the homework challenges that you have to do, and I know that you enjoy them too.

To help you to make better progress, I have asked your teachers to make sure that when they mark your work, they always think about your targets. I would also like you to become better at judging how well you are getting on with your work and better at remembering your targets! I think that your teachers are doing a good job in planning exciting topics for you, which I know you enjoy. What they now need to do is to work out how to check on your progress in all of the different subjects that are joined together in each topic. This will also help them to make sure that all of you have work that really makes you think! I am sure that you are ready for this challenge!

I have also asked your school governors to improve the way that they check on the work that the school does, and I think that they need to work out a clear plan to help you learn more about children in other parts of this country and around the world.

I wish you every success in the future.

Yours sincerely

Mike Thompson

Lead inspector

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