

Kelsale Church of England Voluntary Controlled Primary School

Inspection report

Unique Reference Number	124735
Local Authority	Suffolk
Inspection number	340641
Inspection dates	4–5 November 2009
Reporting inspector	Nick Butt

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

Type of school	First
School category	Voluntary controlled
Age range of pupils	4–9
Gender of pupils	Mixed
Number of pupils on the school roll	53
Appropriate authority	The governing body
Chair	Mr A Finbow
Headteacher	Mrs C Taylor
Date of previous school inspection	9 July 2007
School address	Carlton Road Kelsale Suffolk
Telephone number	01728 602297
Fax number	01728 602297
Email address	ad2.kelsale.p@talk21.com

Age group	4–9
Inspection dates	4–5 November 2009
Inspection number	340641

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 08456 404045, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the documentation in any way.

Royal Exchange Buildings
St Ann's Square
Manchester M2 7LA

T: 08456 404045
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

Introduction

This inspection was carried out by two additional inspectors. The inspectors visited 12 lessons, and 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 notes of governors' visits, pupils' work and other assessment information. Inspectors scrutinised inspection questionnaires returned by 25 parents or carers.

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

- reasons why pupils appear to perform better in reading and writing than in mathematics
- the effectiveness of links across the curriculum
- the effectiveness of the governors' monitoring role.

Information about the school

This is a much smaller than average sized school. It has its Early Years Foundation Stage provision in a mixed Reception and Year 1 class. All pupils on roll are from White British backgrounds. The proportion of pupils with special educational needs and/or disabilities is average. These are mainly for moderate learning difficulties. It has gained the Healthy Schools and Active Mark awards.

The school is subject to reorganisation proposals with a view to becoming an all through primary school with pupils from Reception to Year 6 by September 2012.

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

Kelsale Church of England Voluntary Controlled Primary is a good school. There are outstanding elements to its work, particularly in the leadership of the headteacher and in overall outcomes for pupils. Pupils achieve well and attain above what is nationally expected by the end of Year 4 in reading and writing. Attainment in mathematics is not quite so strong because pupils do not use and apply their knowledge and understanding so effectively. A reliance on worksheets means that more able pupils in particular do not have sufficient scope to present their work in a variety of ways. Parents are delighted with the school and were overwhelmingly positive in their responses. One said, 'The teaching at the school really grabs the attention of the children.'

Pupils' behaviour is outstanding, with pupils showing one another great respect. They have an excellent understanding of keeping safe and are well aware of the risks they could face, looking out for the younger pupils in the playground. Pupils have an excellent understanding of how to live healthily, and take great pride in the school's kitchen garden, where they produce vegetables that are used as fresh ingredients in school lunches. They make an invaluable contribution both to the school and local community, getting fully involved in village life and establishing close links with the parish church and also with elderly people who live nearby. They host monthly lunches for up to twenty elderly people, taking the opportunity to chat with them about their memories of times past. Pupils' spiritual, moral, social and cultural development is outstanding, particularly in terms of upholding the school's values of supporting one another and doing their best.

The quality of teaching is consistently good, with excellent relationships between staff and pupils. Lessons are conducted at a brisk pace, with clear explanations and work set that often challenges pupils to do their best. The broad curriculum makes very good use of resources to interest and engage pupils, and provides many memorable experiences for them, such as designing and making guys for the village bonfire night. There are good links across the curriculum in literacy, but links using technology could be developed further. The school cares extremely well for pupils, ensuring that their individual needs are met as a result of very careful tracking of their progress.

The school has a good capacity for sustained improvement based on its track record since the last inspection, as pupils have continued to achieve well and standards are rising. Pupils made particularly good progress in writing last year as a result of steps the school has taken to extend their skills. School leaders monitor the work of the school very effectively and have a good grasp of where the strengths and areas to improve lie. This is translated into effective strategic plans, although some of the targets are not easy to measure. Governors have made satisfactory progress since the last inspection

and fulfil their statutory requirements. However, they do not give the school sufficient strategic leadership and their monitoring role is not as focused as it could be on key areas for improvement. At present a committed core of governors are making an impact, but the governing body as a whole lacks clear direction.

What does the school need to do to improve further?

- Raise standards and achievement in mathematics by:
 - developing pupils' application of their knowledge and understanding through problem-solving
 - giving pupils more scope to present their work in a variety of ways.
- Improve the effectiveness of the governing body by:
 - ensuring there is more rigorous leadership in systematically evaluating the work of the school
 - taking a more strategic role in setting the direction for the school.

Outcomes for individuals and groups of pupils

1

Pupils have excellent attitudes to learning and are very keen to take part in lessons. Year 3 and Year 4 pupils worked together successfully in organising factual statements about Britain at war under key headings. They were able to explain their decisions to their classmates. Pupils enjoyed working in teams to create guys for the village bonfire night. Younger children continued this theme in constructing the Houses of Parliament out of large bricks, although the historical perspective went somewhat askew as they delighted in 'blowing them up' at tidy-up time!

Attainment on entry into Reception varies with small cohorts, but is generally a little below that normally found, especially in language and communication. Standards at the end of Year 2 are above average in reading and writing and average in mathematics. Pupils make good progress from their starting points, including those with moderate learning difficulties. They continue to make good progress in Years 3 and 4 in reading and writing, with high standards in reading in 2009. Attainment in mathematics is not as strong because pupils' do not apply their knowledge and understanding in a range of different contexts. The school has identified this as an area to develop.

Pupils have a good understanding of different cultures through their research, visits and visitors to school. They have established links with a school in New Zealand. They take plenty of exercise and benefit from using the school's outdoor swimming pool. Playtimes are very active, with an exceptional range of equipment to choose from, and pupils trained as play leaders to organise games. Early morning aerobic sessions for all the family are hugely popular. The school council plays an active role in improving aspects of school life and organising charitable events. Pupils sent out 93 harvest boxes to elderly members of the local community. The boxes included vegetables they had grown themselves. They enjoy dining with elderly people and chatting to them about topics such as Remembrance Day and Guy Fawkes. A pupil said, 'We ask them questions like

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

what toys they had as children.' Attendance is good, and pupils are well prepared for middle school, leaving with above average basic skills.

These are the grades for pupils' outcomes

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	1
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	2
The extent of pupils' spiritual, moral, social and cultural development	1

How effective is the provision?

Lessons have clear objectives that pupils understand and can discuss. Good questioning ensures that pupils think carefully about their work. There are high expectations of what they can do and achieve. Year 3 and Year 4 pupils held a sensitive discussion about what makes a good friend and practised giving compliments to one another. Year 2 pupils were confident in writing instructions for making a jam sandwich because they had rehearsed the process thoroughly together. Good use is made of information and communication technology to involve pupils in learning. Pupils are given helpful guidance in improving their work, and generally know their literacy targets, although they are not so clear about targets in numeracy. The curriculum is wide-ranging, with well planned topics each half term that enable teachers to make links across subjects, particularly in writing. Pupils were able to write at length about the experiences of evacuees following their study of World War 2. There is excellent enrichment in the form

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

of trips, clubs, visitors and special memorable events, such as Egg Decoration Day and Apple Day. Very good use is made of the extensive school grounds, and pupils have planted trees and hedges as well as tended the vegetable patch. Pupils visit the Yorkshire coast and the Derbyshire Peak District alternate years on residential visits. These visits develop their social skills and give them the opportunity to explore different aspects of the curriculum.

The school's family atmosphere means that each pupil is known and valued as an individual. Care, guidance and support are outstanding, particularly for pupils who are facing complex difficulties in health, learning or emotions. A series of tailored programmes meets the needs of individuals and groups, and ensures all pupils achieve well, effectively supported by a strong team of teaching assistants. The school works very effectively with parents and carers, and has established strong links with outside agencies.

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	2
The effectiveness of care, guidance and support	1

How effective are leadership and management?

The headteacher has a real passion for the school that is embraced by all staff and gives pride to pupils and their families. The school is very much at the heart of all that goes on in the village. Its very positive reputation is borne out by the responses made by all sections of the school community in questionnaires. Strong leadership ensures that the work of the school is monitored closely by staff and systems to track pupils' progress are highly effective. Governors have less of an impact because they do not give the school sufficient strategic direction and some do much more to support the school than others. Monitoring by governors is too informal and not sufficiently focused on key areas for improvement.

The school has established excellent links with parents and carers, who are fully involved in their children's education, and provide enormous support. The school takes their views on board, ensuring that parents have all the information they need about how their children are doing. Procedures for safeguarding pupils are outstanding, very thoroughly implemented and ensure that the school is a safe and secure environment. The school promotes community cohesion well, particularly in the local area, with outstanding links with the village. There are good international links, but the school recognises that now it needs to concentrate on forging links with an inner city school to help pupils understand the diverse nature of modern Britain. The school promotes

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

equality well, so that pupils feel free from harassment and take all the opportunities given them. Leaders are focusing their efforts on raising standards in mathematics to equal those in reading and writing, so that pupils do just as well in all three subjects.

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	3
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	1

Early Years Foundation Stage

Children make at least good and often outstanding progress because of high quality direct teaching in the basic skills of literacy and numeracy. This means that they leave the Reception class meeting and often exceeding the goals for their age. They thoroughly enjoy their time in the Early Years Foundation Stage and get on exceptionally well together. Excellent leadership and management ensure children are safeguarded very well. There are very strong links with parents and carers.

The quality of the provision is good overall, because while the adult-led activities are particularly effective in promoting pupils' learning, there is more variability in child-initiated tasks. The learning environment reflects more the requirements of the National Curriculum for Year 1 pupils in this mixed-age class. The balance of activities is weighted towards those that are adult-led, and when children are engaged in more independent tasks the quality of adult intervention varies. Good account is taken of pupils' interests in planning work for them, so that they will suggest what they would like to see in the role play area related to a particular theme such as a dentist's surgery, and ask questions related to the topic. One child wanted to know how trucks had changed over time as part of a topic on changes.

There are very detailed records of children's progress, and regular observations take

place of their achievements. This enables staff to build up a very clear picture of how children are doing and what the next steps should be for their learning.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	1
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	1
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	1

Views of parents and carers

Parents are overwhelmingly supportive of the school. Almost all strongly agree that their child enjoys school, and praise highly the quality of teaching and the progress their child is making. Nobody disagrees about anything. Comments are universally positive about the school, although one parent did express concerns about the implications of the reorganisation process. This helps to explain the lower proportion of parents strongly agreeing when they were thinking about what was going to happen to their child in the future, as this is still somewhat uncertain.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Kelsale 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 25 completed questionnaires by the end of the on-site inspection. In total, there are 53 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	23	92	2	8	0	0	0	0
The school keeps my child safe	20	80	5	20	0	0	0	0
The school informs me about my child's progress	19	76	6	24	0	0	0	0
My child is making enough progress at this school	21	84	4	16	0	0	0	0
The teaching is good at this school	22	88	3	12	0	0	0	0
The school helps me to support my child's learning	18	72	7	28	0	0	0	0
The school helps my child to have a healthy lifestyle	19	76	6	24	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)	16	64	8	32	0	0	0	0
The school meets my child's particular needs	20	80	5	20	0	0	0	0
The school deals effectively with unacceptable behaviour	13	52	11	44	0	0	0	0
The school takes account of my suggestions and concerns	15	60	10	40	0	0	0	0
The school is led and managed effectively	16	64	9	36	0	0	0	0
Overall, I am happy with my child's experience at this school	22	88	3	12	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 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.



6 November 2009

Dear Pupils

Inspection of Kelsale Church of England Voluntary Controlled Primary School, Suffolk, IP17 2NP

We enjoyed visiting your school and thank you for making us so welcome. Yours is a good school. Here are some of its outstanding points.

Your behaviour is excellent and you care for each other really well.

You have an outstanding understanding of how to stay healthy and keep safe.

You make an enormous contribution both to the school and to the local community, for example in inviting elderly people to lunch.

There are plenty of trips for you to go on and visitors to the school, and you have many exciting and memorable experiences.

The school cares for you really well, especially when you have worries.

The headteacher's leadership is outstanding.

There are excellent links with parents and carers.

The school ensures you are kept safe very well.

We are glad that you do well in reading and writing, and want you to do as well in mathematics. We have asked your teachers to ensure you have lots of opportunities to use what you know in solving problems, and to let you set out your work in ways that suit you. Some of the governors visit the school regularly and check how well it is doing, but we would like more of them to do this, and to concentrate on the most important things.

Thank you again for helping us. Our very best wishes for the future.

Yours faithfully

Nick Butt

Lead Inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 08456 404045, or email enquiries@ofsted.gov.uk.