

# Sproughton Church of England Voluntary Controlled Primary School

Church Lane, Sproughton, Ipswich, IP8 3BB

**Inspection dates** 13–14 November 2014

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	This inspection:	<b>Good</b>	<b>2</b>
Leadership and management		Good	2
Behaviour and safety of pupils		Good	2
Quality of teaching		Good	2
Achievement of pupils		Good	2
Early years provision		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- Leaders, managers and governors provide decisive leadership of teaching. Consequently, achievement is good, particularly that of the most able.
- Pupils' behaviour is good. They have a clear sense of themselves as learners and regularly reflect on how well they are doing.
- Pupils' spiritual, moral, social and cultural development is well provided for. They learn from an early age that they have both rights and responsibilities towards the community.
- Staff know pupils very well and give great emphasis to their happiness, well-being and safety.
- Teaching is good and all staff regularly check pupils' understanding as lessons progress and correct any misunderstandings.
- The vast majority of pupils make good progress and achieve well in reading, writing and mathematics through Key Stages 1 and 2.
- Children in the early years provision achieve well from the good teaching and care they receive.

### It is not yet an outstanding school because

- Pupils' speaking skills are not well developed.
- Pupils have few opportunities to use their mathematical skills in other subjects.

### **Information about this inspection**

- The inspector observed six lessons, all shared with the headteacher.
- The inspector analysed pupils' workbooks and listened to them reading.
- Discussions were held with pupils, the headteacher, other staff, governors, parents and a representative of the local authority.
- The inspector took account of the 26 responses to the online questionnaire, Parent View, associated written comments and other parental views. The 14 responses to the staff questionnaire were also considered.
- The inspectors looked at a number of documents including: the school's own information on pupils' progress; planning and monitoring documentation; the school's view of its own performance; records of how the school uses its funding, especially how the money from the pupil premium is spent; records relating to behaviour and attendance; minutes of meetings of the governing body and documents relating to safeguarding.

### **Inspection team**

Robert Greatrex, Lead inspector

Additional Inspector

## Full report

### Information about this school

- This school is much smaller than the average-sized primary school.
- Reception children are taught in one class. Other year groups are taught in mixed-age classes; Years 1 and 2, Years 3 and 4 and Years 5 and 6.
- The Reception class operates full time from the start of the academic year in September.
- The vast majority of pupils are White British.
- Disabled pupils and those who have special educational needs make up about one in seven of the pupils. This is below the national average.
- About one pupil in every 10 is eligible for support through the pupil premium (the extra government funding for pupils looked after and those known to be eligible for free school meals). This is well below the national average.
- The headteacher mentors another local headteacher and is the local authority's 'challenge partner' for another school.
- There were too few pupils in Year 6 in 2014 to report reliably whether the government's current minimum standards for school performance were reached.

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

- Improve pupils' speaking skills by requiring them to routinely answer questions and explain their answers in sentences rather than in single words.
- Give pupils more frequent opportunities to practise and apply their mathematical skills in problem-solving investigations in all subjects.

## Inspection judgements

### The leadership and management are good

- School leaders and governors create an ethos where pupils take responsibility for their own learning and good behaviour. Leaders, staff, pupils and parents work closely together and, as a result, pupils thrive. The school is inclusive, built on mutual respect and equal opportunity for all.
- Leaders evaluate school performance closely and accurately. Well-thought-out plans demonstrate their capacity to further improve the school.
- Leaders check the quality of teaching regularly and thoroughly. Training of staff is cost-effective because it is closely linked to each individual's professional needs through performance management. Procedures to reward only effective teaching are robustly applied.
- Pupils' progress is assessed regularly. Any pupil not making at least the progress expected receives extra help tailored to that specific need. Results are checked and alternative action taken if not effective.
- Pupil premium funding is used effectively. The different needs of the very few disadvantaged pupils are carefully assessed and well provided for.
- Subject leadership is effective in contributing to good teaching and achievement. These staff receive the training they need to maintain their skills. Early Years Foundation Stage leadership is equally effective in ensuring provision matches children's needs.
- The school's new curriculum is well advanced. Pupils say they find it 'exciting' and it helps their understanding. However, leaders do not ensure that pupils have opportunities to practise mathematical skills across different subjects and topics. Consequently, pupils' mathematical understanding outside lessons in this subject is not reinforced.
- Pupils' spiritual, moral, social and cultural development is put at the heart of school life. Consequently, pupils work well together and are keen to share experiences with others from different national backgrounds. They gain good understanding of the responsibilities of adult citizens in modern British democratic society.
- Sports funding is used very effectively. Staff expertise has improved from good training and teaching alongside specialists. Pupils have a much wider range of activities in which they participate enthusiastically, including some at lunchtimes. They recognise the importance of energetic physical activity.
- School staff work closely with others from local schools. Currently, expertise is being shared in developing a common approach to assessment in response to national changes. Pupils also benefit from many activities and events with these schools.
- The local authority works closely with the school. School leaders appreciate, for example, having one point of contact so a strong relationship is created. The relationship with the diocese is equally positive.
- Relationships with parents are positive. Parents appreciate the accessibility of headteacher and staff, including at the start and end of the school day.
- Safeguarding pupils is paramount. Checks are thorough and procedures and systems robust.
- **The governance of the school:**
  - Governors have good expertise. They are determined to further improve this good school. They share development planning with the headteacher and staff and understand the changes required to the curriculum and assessment.

- They set and strongly uphold school values, such as respect and tolerance. They support and encourage the good work the school does to prepare pupils for life in modern Britain.
- Governors understand the data on progress and attainment and visit the school to check what is happening for themselves. They confidently challenge the headteacher and other staff about performance and results.
- Governors understand the quality of teaching. They use performance management effectively. They link teachers' salary progression to evidence of pupils' progress.
- Financial resources are managed efficiently and effectively, including the pupil premium and sports funding. Governors have a 'virtual' budget demonstrating viability into the future.
- Governors ensure the school meets statutory requirements, including those for safeguarding.

## The behaviour and safety of pupils are good

### Behaviour

- The behaviour of pupils is good. They fully understand their responsibilities to themselves and to the school community.
- Pupils have positive attitudes to learning. They are taught to know themselves as learners – to understand how they best learn and to show perseverance when work is difficult.
- 'Learning behaviours' are regularly referred to in lessons and assemblies. Pupils are helped to reflect and think deeply about current issues and their learning. Pupils confirm that this approach has helped them concentrate on learning. However, they do not routinely make full answers in class, which is unhelpful to their confidence and speaking skills.
- Pupils demonstrate pride in all they do. Workbooks are immaculate with consistently good standards of presentation, handwriting and layout.
- Pupils enjoy taking responsibility. They willingly work together to solve a problem. With visitors, such as a police officer, they discuss immediate concerns, like the misuse of the nearby underpass, and plan to help resolve them. They learn how to take responsibility in and for the community.
- A few pupils struggle to manage their own behaviour, but are well supported to do so.

### Safety

- The school's work to keep pupils safe and secure is good. Risks are fully assessed and a high priority given to keeping pupils safe both on and off the school site. Access to the school is secure and staff are carefully checked prior to appointment.
- Pupils learn how to keep themselves safe, whether on the road or using the internet. They understand cyber-bullying and know what to do if they feel uncomfortable when online. Older pupils take responsibility for those younger than themselves. There is very occasional name-calling for the school to deal with.
- Pupils are confident they are safe in school. They say they know what to do if they feel worried, and that they are confident staff would resolve any bullying should it occur. There have been no recent exclusions.
- Particular staff are trained to support vulnerable individual pupils. Good use is made of outside expertise in helping pupils to recognise when their anxiety levels are rising – and to manage them. Pupils appreciate the 'reflection area' and see it as a place they can go to for a calm moment.
- All parents responding to the online questionnaire think their children are happy, safe and well looked after at school. Inspection findings endorsed these views.

- Attendance is currently above average. Parents say their children are keen to get to school each day.

### **The quality of teaching** is good

- Positive relationships between pupils and adults ensure there are no interruptions to learning.
- Teachers' high expectations and challenge are met by pupils' positive response. Classes are a hive of activity. In Year 5/6 mathematics, for example, pupils were confident in challenging themselves by choosing demanding sets of questions. Learning is well organised. Teachers know the needs of all groups of learners and give all helpful guidance to make good progress.
- Teachers have worked closely with school leaders to improve their skills to check pupils' learning during lessons. This training enables teachers to identify misunderstandings more quickly.
- There is good teaching of reading from the early years provision onwards. Pupils build on their good start and achieve well in this skill. Staff skills in teaching phonics (linking letters and their sounds) are strong. Reading is a high priority. For example, parents are encouraged to stay and read with their children at weekly sessions.
- Well-taught literacy and writing skills enable pupils to be competent in written work. The new curriculum is providing an interesting range of opportunities for pupils to practise and develop their writing.
- Pupils are less confident in speaking in class. Teachers do not insist on them answering questions in sentences or encourage them frequently enough to explain answers fully – when it is appropriate.
- Mathematics is taught well and enables pupils to advance their skills and confidence in the subject. However, teachers provide few opportunities for pupils to apply their mathematical skills to solve problems across subjects. Therefore, pupils do not reinforce their learning of number as well as they could.
- Marking is helpful to progress. Pupils appreciate the guidance they receive and act on it with little prompting. They present work neatly. They enjoy the opportunity to compare their work with that of others and gain ideas.
- Teaching assistants have a strong impact on learning. They are knowledgeable about each pupil's needs and share good rapport with those they help.
- Homework encourages pupils to practise basic skills and also challenges them to prepare for future learning.

### **The achievement of pupils** is good

- Pupils achieve well from their good start in the early years provision onwards. Attainment varies greatly because each year group is small and often very different in ability. In 2014, for example, there were too few pupils in Year 6 to report on their attainment without identifying individual pupils.
- Since the previous inspection, the vast majority of pupils have attained at least average standards by Year 6. Increasing numbers have exceeded that benchmark. Currently, standards in Key Stage 2 are rising and many more are predicted to attain higher levels in reading and more in writing and mathematics.

- In Key Stage 1, attainment is generally slightly ahead of national standards in reading, writing and mathematics.
- Pupils develop a good understanding of phonics because early reading skills are well taught. Consequently, the proportion of pupils reaching the expected level in the Year 1 national phonics screening check is above the national average.
- The school's effective focus on the most-able pupils ensures their good progress. Their attainment and progress are closely monitored and they are challenged well in class. In recent years, individual pupils have generally achieved their potential in all skills by the time they leave.
- Pupils' competence in using mathematics is good. However, they lack opportunities to apply their skills widely enough.
- The school has identified for itself pupils' speaking skills as a comparative weakness. Special activities such as debating have been introduced to improve them. However, many opportunities to develop speaking in daily lessons are missed.
- The small number of disabled pupils and those who have special educational needs make good progress from their different starting points. Teachers and assistants check learning and guide activities for these individuals. Each pupil has support in the right area, based on careful assessment.
- Disadvantaged pupils generally make similar progress to that of their classmates. Some also have special educational needs and progress from low starting points. The numbers of disadvantaged pupils each year are too small to compare their attainment in English and mathematics with others or nationally without identifying individuals. During the inspection, individual disadvantaged pupils were seen to be achieving well.
- Pupils achieve well in a wide range of skills and sports that the school provides. For example, they learn to play the violin during their time in one class. Some recently reached the regional final in gymnastics.

### **The early years provision is good**

- Leadership and management of the Early Years Foundation Stage are good. The considerable range of children's abilities and needs is catered for very well.
- Children settle very quickly, partly because of the smooth transition from the local pre-school. Parents say they and their children appreciate what is done to prepare them for Reception.
- Behaviour is good and staff are vigilant to keep children safe. The vast majority of children quickly understand the expectations of them, and comply. Any who struggle to manage their behaviour are well guided by staff.
- The day is structured well with periods of adult-led learning regularly punctuated with opportunities to play and choose personal interests to explore. Children are encouraged to reflect on the wonders they see around them.
- Teaching is good. Staff work well together. The children know the routines and expectations on them and work very cooperatively to ensure learning runs smoothly. Tasks are imaginative and interesting to the children. Both indoor and outdoor areas are well organised.
- Children start Reception with skills and experiences which vary with small numbers each year, but which are similar to those typically seen at this age. A strength this year is their understanding of the world. They achieve well. In 2014, about three-quarters reached a good level of development. Reading is a

particular strength.

- Assessment is thorough and accurate. Staff discuss children's progress daily and undertake extended observation of each pupil to confirm progress is good.
- Parents say they are welcome in the class and receive regular updates on their children's progress. They particularly appreciate information sessions that give them advice on important aspects of their children's education, such as reading.



## What inspection judgements mean

School	Grade	Judgement	Description
	Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
	Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
	Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
	Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

## School details

<b>Unique reference number</b>	124752
<b>Local authority</b>	Suffolk
<b>Inspection number</b>	448575

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

<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>	108
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Annette Shannon
<b>Headteacher</b>	Karen Read
<b>Date of previous school inspection</b>	20 May 2013
<b>Telephone number</b>	01473 742182
<b>Fax number</b>	01473 742182
<b>Email address</b>	spsadmin@btconnect.com

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit [www.parentview.ofsted.gov.uk](http://www.parentview.ofsted.gov.uk), or look for the link on the main Ofsted website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

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 and 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 assesses 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 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto: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 information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2014

