

Orford Church of England Voluntary Aided Primary School

Inspection report

Unique Reference Number	124777
Local Authority	Suffolk
Inspection number	359769
Inspection dates	30 June 2011–1 July 2011
Reporting inspector	Norma Ball

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

Type of school	Primary
School category	Voluntary aided
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	51
Appropriate authority	The governing body
Chair	Kevin Connolly
Headteacher	Stephen Green
Date of previous school inspection	3 December 2007
School address	School Lane Orford IP12 2LU
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Introduction

This inspection was carried out by two additional inspectors. The inspectors visited eight lessons and observed six teachers. The inspection team met parents and carers informally and held meetings with the headteacher, teaching staff, members of the governing body and pupils. Inspectors observed the school's work and scrutinised samples of pupils' work, the school's systems for tracking pupils' progress, management and curriculum documentation, teachers' planning and safeguarding documentation and procedures. They took account of questionnaire responses from 32 parents and carers, nine staff and 19 pupils.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- What measures are in place to improve the attainment of pupils, especially for boys in English in Key Stage 2?
- How well is assessment information used to identify underachievement and set consistent challenge for all groups of pupils, particularly the more able?
- How effective are links developed between different subjects to provide more opportunities to develop literacy skills further?

Information about the school

Orford is a small school which serves its village and the immediate surrounding area. The majority of pupils are White British. The proportion of pupils who come from minority ethnic backgrounds is much smaller than that found nationally and none of these pupils speaks English as an additional language. The proportion of pupils with special educational needs and/or disabilities is double the national average, but a smaller proportion than average has a statement of special educational needs. The proportion of pupils known to be eligible for free school meals is much smaller than average. There are three mixed-aged classes in the school, including a mixed Reception Year and Year 1 class. The school has the Activemark award and holds national Healthy Schools status.

The school has experienced a number of changes in recent years, including a falling roll and four different headteachers or acting headteachers. The school is in a collaborative arrangement with Bawdsey Primary School and is led by the same headteacher. The Orford Shrimps Playgroup shares the school site, but it is not managed by the governing body and is subject to a separate inspection.

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

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

3

The school's capacity for sustained improvement

3

Main findings

Orford provides a satisfactory quality of education for its pupils and is improving. There are strengths in the good care, guidance and support provided for pupils and the broad and exciting curriculum which contributes to pupils' enjoyment of learning. Pupils have an outstanding understanding of how to lead a healthy lifestyle. They gain excellent experience in growing vegetables and herbs and using them in creating a wide range of healthy dishes. Pupils are proud of their school, behave well and show respect to the adults who care for them and kindness to each other. Parents and carers are pleased with all that the school provides and the many recent signs of improvement. One parent, typical of many, wrote 'The school has made many improvements over the last year or so. I am particularly happy with the social aspect of the school. Children in different year groups play and interact happily.' Safeguarding arrangements are good and pupils have a good understanding of how to keep safe.

Children join the school with a range of skills and abilities. They settle quickly when they join the Reception Year and make satisfactory gains in their learning, entering Year 1 with broadly average attainment. Satisfactory progress continues through the school. At the end of Year 6, the achievement of all pupils, including boys, is satisfactory. Attainment is improving gradually in both English and mathematics, but remains average. Pupils' progress is now tracked carefully across the school, but the information gained is not yet used well enough by teachers to plan work that is matched to pupils' abilities and challenge them sufficiently. As a result, the progress pupils make is still uneven for all ability groups and this limits their attainment. Similarly, marking does not consistently identify how pupils can improve a piece of work and identify the next steps in their learning. In the Reception Year, opportunities are lost to extend children's learning through their play activities. Although adults engage them well in conversation to develop their speaking skills, they do not challenge them gently to explore and extend their learning. Pupils with special educational needs and/or disabilities make the same satisfactory progress as their peers. Their needs are assessed accurately and there is a sound range of support provided for them individually or in small groups.

The headteacher provides good leadership and, as a result, the school is emerging rapidly from a difficult period of changing leadership and a falling roll. The school benefits from the collaborative arrangement with its partner school and the headteacher uses his allocated time in Orford to maximum effect. He has accurately prioritised important areas for development and united staff in his drive to improve the school and raise achievement for all pupils. Subject leaders are developing their skills to take up their full responsibilities, but do not yet provide sufficient support for the headteacher, especially in monitoring teaching and learning in order to raise achievement. The governing body exercises prudent financial management of the school, has an efficient committee structure and is very supportive. Its members are improving their skills so that they can play a more active

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part in monitoring new developments and contribute fully to improving the school. The school has a satisfactory capacity to sustain improvement: issues from the previous inspection are subject to work in progress and strategies selected to raise achievement in English and mathematics are showing early signs of improving pupils' attainment.

Up to 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.

What does the school need to do to improve further?

- Improve achievement in English and mathematics by:
 - using assessment information more effectively so that the work for all groups of pupils is matched more closely to their needs,
 - ensuring that marking consistently identifies for pupils how and where a piece of work can be improved and the next steps in their learning.
- Ensure that adults explore all opportunities to help children in the Reception Year develop their ideas and learning skills through play activities.
- Improve leadership and management by:
 - sharpening the skills of middle leaders so that they share with the headteacher the monitoring of teaching and learning and raising achievement for pupils
 - increasing the role of the governing body in evaluation through full involvement in monitoring the work of the school.

Outcomes for individuals and groups of pupils

3

Pupils settle well to their work and show positive enjoyment in lessons. They work well in groups and independently. They enjoy discussing their ideas in class also. For example, in a literacy lesson in the Years 4-to-6 class, pupils discussed the language used in a poem about a boy living in poverty. They reflected maturely on the emotive vocabulary in the poem and what impressions of the boy's feelings the language created for them. Through exciting creative story ideas and drama, pupils' extended writing skills are encouraged soundly. Regular reading to staff and volunteers helps younger pupils to develop confidence in reading. In mathematics, there has been a careful focus on solving problems, especially in a real-life context, to make them more interesting to pupils. A design and technology lesson for pupils in Years 2 and 3 focused on making a herb and onion tart in the kitchen classroom. Pupils' numeracy skills were developed through weighing the ingredients carefully and later in weighing and pricing the salad vegetables gathered from the gardens, ready for sale to a local restaurant. Activities for pupils with special educational needs and/or disabilities are soundly planned. Pupils are helped to develop their independence and most contribute confidently in class. Ethnic minority pupils are integrated well into the school, contribute well to lessons and make the same progress as their peers.

Pupils' spiritual, moral, social and cultural development is good. Spiritual, moral and social development are promoted well by the school so that pupils behave thoughtfully, have a clear understanding of how their actions and words can affect others and reflect on a range of significant values such as humility. Cultural development is an area where the

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school recognises that further work remains to be done to ensure pupils are aware of other faiths, cultures and ways of life beyond their own community. The school council is a respected body and pupils value the opportunity to discuss charitable initiatives and matters relating to their school. Pupils have a good awareness of how they can stay safe, including safe use of the internet. The school's national awards are testament to pupils' appreciation of all that contributes to having a healthy lifestyle. The pupils have an excellent understanding of healthy food and take pride in their vegetable garden areas around the school. Pupils' enjoyment of learning and their satisfactory achievement ensure they are prepared soundly for the next stage of their education.

These are the grades for pupils' outcomes

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

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

How effective is the provision?

Teachers make the purpose of lessons clear and plenary sessions at the end provide pupils with an opportunity to evaluate their own learning. Teachers have good subject knowledge. Good relationships are at the heart of the positive learning ethos that exists in all classes. Teaching assistants are deployed well, use specially prepared and adapted learning material effectively, and provide satisfactory support for pupils with special educational needs and/or disabilities. New initiatives to improve pupils' achievement in English and mathematics are securely embedded and showing early signs of success. Cross-curricular links between subjects are developing well to make learning more interesting. For example, work on the recent royal wedding linked design and technology,

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history, literacy and religious education in a current events project. Pupils made models for the wedding, visited the local church to rehearse a Christian wedding ceremony and wrote about their experiences. An extensive range of visits, visitors and clubs extends and enriches learning well outside the classroom.

Pupils show confidence in the staff, who care for them and value the good care, guidance and support they receive. One pupil said 'I really like my school because we all care for each other and you know people will help you.' Transition arrangements at all stages are organised sensitively so that pupils feel confident about progressing with their education. The good care provided in school is extended by sensitive and prudent use of a wide range of external agencies and support services.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The energetic and perceptive leadership of the headteacher has been welcomed warmly by staff and the governing body. The headteacher has rekindled an enthusiastic spirit in the school, as well as unifying staff. Rapid implementation of well-chosen strategies, following careful analysis of the school's areas of weakness, is showing early, but clear signs of success. Middle managers are undertaking training for their leadership roles, to take responsibility for subject development and play their part in regular and rigorous monitoring of teaching and learning. The workload of the headteacher is heavy, with responsibilities for two schools, but the partnership brings many benefits also, such as joint staff training events and use of shared resources. The advice of the local authority has been used well. Neither the staff nor the governing body are complacent and all are keen to make progress. Although achievement is improving, the promotion of equality of opportunity is satisfactory because tasks in lessons do not challenge all pupils fully to achieve as well as they should.

Safeguarding arrangements in the school are good. Policies and procedures are well integrated through the school and monitored closely by the governing body and staff receive regular training. The promotion of community cohesion is satisfactory and pupils are helped to develop an appreciation of their own local community. However, the headteacher and governing body are aware that not enough work has been done to provide pupils with a full appreciation of their role as future national and global citizens. The governing body has worked with determination to secure the future of the school through careful financial management and the collaboration with Bawdsey Primary School. It is developing its skills rapidly.

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These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3
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	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

Children settle quickly in the Reception Year because they receive good care. Many enter the Reception Year with skills levels and experiences in numeracy, physical development and knowledge and understanding of the world that are lower than those expected for their ages. Children make satisfactory progress in their physical development, but areas of numeracy remain relatively weak and developing number skills has a high priority. There is a focus on improving children's writing and reading skills by developing their understanding of words by learning to blend the letter sounds, which is showing signs of success. Resources are good in both the indoor and outdoor learning areas and used soundly to cover all areas of learning. Teaching is satisfactory; it is better in teacher-led learning activities than in the subtle interaction with children when they are at play.

Children mix well and learn to share. As a result, they follow routines sensibly and learn to help each other to tidy things away. They play well together also, for example, children were shopping in the 'mermaid shop' and digging enthusiastically in their garden area. The theme of the seaside engaged children's imagination well and provided good opportunities to learn about an important part of the world. A cardboard box became an exciting boat. One boy, studying a poster of sharks, said in a quiet whisper, 'You have to watch for sharks. They are really nasty and can bite you with huge teeth.' Leadership and management are satisfactory and staff work as a close team. The monitoring of children's development is regular and used effectively to provide parents and carers with sound information about their children's development. The 'learning journey' record for each child is developing, but not yet shared with parents and carers on a regular basis. Parents and carers are provided with a good range of information to help their children's learning.

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These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	3
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

The response from parents and carers to the inspection questionnaire was higher than the national average for primary schools. A large majority of those who replied were satisfied with the school. They are pleased that their children enjoy school and are encouraged to follow a healthy lifestyle. They feel also that the school deals effectively with any unacceptable behaviour and that their children are well taught. A few parents and carers expressed concerns about a small number of areas of the school's work, including how well their children's needs were met and the information they received about their children's progress throughout the school year. Inspectors looked into these matters. They found that the needs of all pupils, including those with special educational needs and/or disabilities, are met soundly by the school and their achievement is satisfactory. Parents and carers are provided with good information about their children's progress and also about the curriculum.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Orford Church of England Voluntary Aided 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 32 completed questionnaires by the end of the on-site inspection. In total, there are 51 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	20	63	11	34	0	0	0	0
The school keeps my child safe	20	63	8	25	2	6	0	0
My school informs me about my child's progress	8	25	21	66	2	6	0	0
My child is making enough progress at this school	11	34	18	56	1	3	0	0
The teaching is good at this school	16	50	15	47	0	0	0	0
The school helps me to support my child's learning	12	38	17	53	2	6	0	0
The school helps my child to have a healthy lifestyle	20	63	12	38	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)	9	28	17	53	1	3	0	0
The school meets my child's particular needs	13	41	16	50	2	6	0	0
The school deals effectively with unacceptable behaviour	10	31	21	66	0	0	0	0
The school takes account of my suggestions and concerns	12	38	16	50	0	0	1	3
The school is led and managed effectively	18	56	12	38	0	0	1	3
Overall, I am happy with my child's experience at this school	17	53	14	44	1	3	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 all 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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	46	48	6	0
Primary schools	6	47	40	7
Secondary schools	12	39	38	11
Sixth forms	13	42	41	3
Special schools	28	49	19	4
Pupil referral units	14	45	31	10
All schools	10	46	37	7

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 are for the period 1 September 2010 to 31 December 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 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.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

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 pupils' 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.



4 July 2011

Dear Pupils

**Inspection of Orford Church of England Voluntary Aided Primary School,
Woodbridge, IP12 2LU**

Thank you for being so helpful and polite to us when we visited your school. We enjoyed talking to you and looking at the exciting work you do. We were very interested to see your vegetable gardens and how skilled you are at gardening and cooking. You behave well and know a lot about keeping safe and being healthy. You learn lots of interesting things during your time in school and your teachers take good care of you. Your headteacher, other staff and the governing body are working hard to help you do the best you can. Orford is a satisfactory school. That means it does some things well, but also needs to make other things better.

We have asked your teachers to:

- help you make better progress by using what they know about how well you are doing to plan lessons that always give you work that is both challenging and a good match to your abilities
- be sure that, when they mark your work, they make it clear to you how you can improve it and so make even better progress
- help those of you in the Reception Year to learn and explore things for yourselves by helping guide you to experiment and discuss your ideas when you are playing.

Finally, we have asked the senior staff and governing body in your school to help your headteacher to make Orford even better by checking all areas of the school's work closely and planning future improvements together.

You can help by working hard and always doing your best. We wish you every success for the future.

Yours sincerely

Norma Ball

Lead inspector (on behalf of the inspection team)

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