

Shotley Community Primary School

Inspection report

| | |
|--------------------------------|-----------------|
| Unique reference number | 124606 |
| Local authority | Suffolk |
| Inspection number | 395485 |
| Inspection dates | 14–15 June 2012 |
| Lead 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 | Community |
| Age range of pupils | 4–11 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 149 |
| Appropriate authority | The governing body |
| Chair | Trevor Barnes |
| Headteacher | Melanie Newman |
| Date of previous school inspection | 15 January 2008 |
| School address | Main Road Shotley Ipswich IP9 1NR |
| Telephone number | 01473 787255 |
| Fax number | 01473 788788 |
| Email address | ad.shotley.p@talk21.com |

| | |
|---------------------------|-----------------|
| Age group | 4–11 |
| Inspection date(s) | 14–15 June 2012 |
| Inspection number | 395485 |



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.

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, or look for the link on the main Ofsted website: 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 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.

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
W: www.ofsted.gov.uk

© Crown copyright 2012



Introduction

Inspection team

Norma Ball

Additional Inspector

This inspection was carried out with two days' notice. The inspector visited nine lessons and observed a range of small teaching groups. A total of eight teachers were observed and short observations were made of learning support assistants teaching small groups. The inspector visited classes to look at displays, observe individual pupils and groups at work, and to listen to pupils read. Parents and carers were met informally during the inspection. Meetings with the headteacher, teaching staff, members of the governing body and pupils also took place. The inspector scrutinised samples of pupils' work, teachers' planning, the school's systems for tracking pupils' progress and documentation relating to management, curriculum and safeguarding. In addition, the inspector noted the responses to questionnaires from 65 parents and carers, 11 staff and 79 pupils.

Information about the school

Shotley is smaller than most primary schools and the majority of pupils are from White British backgrounds. No pupils from minority ethnic heritages speak English as an additional language. The proportion of pupils is known to be eligible for free school meals is smaller than average. The proportion of disabled pupils and those who have special educational needs is greater than found nationally. Most have speech, language and communication needs but a growing number of pupils have severe needs including autistic spectrum disorders. The school has met the government's current floor standard which sets the minimum expectation for progress and attainment. There are six classes including one Reception class in the Early Years Foundation Stage. Of the remaining classes three are mixed age classes. The school holds the Active Mark and has national Healthy Schools status.

In the past two years there has been some instability in staffing as a result of declining pupil numbers and some long-term sickness absence. The Shotley 'Kidzone' shares the school site but 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 | 3 |
| Achievement of pupils | 3 |
| Quality of teaching | 3 |
| Behaviour and safety of pupils | 2 |
| Leadership and management | 3 |

Key findings

- Shotley provides a satisfactory quality of education; it is not better because attainment in English and mathematics is too variable. Teaching is satisfactory because it is not closely monitored and in lessons teachers do not use assessment information consistently to plan challenging work or set targets for pupils in mathematics. In the Early Years Foundation Stage teachers do not always plan interesting tasks for children and opportunities are missed to encourage their speaking skills. Schools whose overall effectiveness is judged satisfactory may receive a monitoring visit before their next section 5 inspection.
- Pupils' achievement is satisfactory, but it is variable between subjects and across the school. Achievement in writing has improved from 2011 but it has declined in mathematics. Attainment in reading is good.
- Teachers make good links between subjects in themed topics. They provide interesting work for pupils, which adds to their enthusiasm in learning, while developing their basic skills. The curriculum is adapted well for disabled pupils and those with special educational needs. The school provides extra-curricular activities and sound enrichment for pupils through a limited number of after school clubs and visits out of school.
- Behaviour is good and pupils feel safe in the school. Pupils' attendance is average rather than above average because there have been bouts of illness in all year groups.
- The headteacher provides committed leadership which has united staff through the challenges of recent years. Accurate priorities for improvement have been identified and are showing clear signs of success in improving progress in writing but achievement is still inconsistent. The governing body has managed the budget constraints arising from the falling roll with care and provide suitable support. Parents and carers receive good information about their

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

children's progress.

What does the school need to do to improve further?

- Raise achievement in English and mathematics by:
 - ensuring teachers use assessment information to match activities closely to the learning needs of pupils, especially the more able
 - setting targets in mathematics which identify clearly what pupils need to learn next.
- Improve the quality of teaching to ensure that it is good or better through regular monitoring of lessons by senior leaders and managers.
- In the Early Years Foundation Stage ensure that teachers plan activities which are challenging and exciting for children and adults provide good opportunities to encourage children to develop their speaking skills and explain their ideas.

Main report

Achievement of pupils

Children enter the Early Years Foundation Stage with skills and abilities expected of children of a similar age. They settle quickly and enter Year 1 with broadly average attainment. In 2011 attainment at the end of Year 6 in writing slipped to below average but there are clear signs that this has now been reversed with a successful initiative to improve pupils enjoyment of writing and extend their vocabulary. Teacher assessments, together with work in pupils' books and lessons observed during the inspection, show that for the current Year 6 achievement in writing and reading is now good, but achievement in mathematics has declined marginally to satisfactory. Pupils' achievement in reading is good because they enjoy their reading books and have regular planned opportunities to read to adults. There is also a valuable partnership between Year 1 pupils and their reading partners in Year 6. The school are beginning to address the decline in achievement in mathematics with a close focus on improving pupils' skills in using numbers, especially in problem solving.

Pupils are responding well to teachers' new strategies to improve writing which have been adapted carefully to meet their needs. They are being used particularly successfully in project work, such as in the imaginative writing older pupils have produced in their studies of the planets. Pupils are enthusiastic about learning, thoroughly enjoy discussing their ideas, and work with sustained interest in most lessons. In a Year 4 science lesson, for example, pupils were deeply engrossed in collecting and recording information about the different rate of growth of plants in the school field compared to the boundary hedgerow area. In a lively class discussion they shared their research findings and discussed the possible reasons for different

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

growth rates. The needs of disabled pupils and those with special educational needs are identified quickly and they receive a flexible range of well-planned support both in lessons and in small or individual sessions out of class. As a result their achievement is satisfactory and sometimes good. Most parents and carers who responded to the questionnaire are pleased with the progress their children are making.

Quality of teaching

Teaching is satisfactory. In the Early Years Foundation Stage indoor and outdoor learning areas teachers do not always plan activities that foster children's curiosity and independence. Opportunities are also missed by adults to engage children in conversation to extend their speaking skills and encourage them to explain and develop their ideas. Where teaching is good, tasks are well planned match children's abilities and stretch them to make good progress. However, this good practice is not consistent across the school and so limits the progress made by pupils, especially the more able. Teachers set clear targets for each section of work in writing which pupils find helpful and promotes improved progress in their writing skills. Target setting in mathematics is under developed and pupils are not clear on how well they are doing or what they still need to work on. Most lessons proceed at a lively pace; the work is interesting and captivates pupils' attention well. Teachers use questioning well to extend discussions and identify areas where pupils' knowledge and understanding are not secure. In a Year 1 English lesson, for example, the teacher used an interesting film clip of tropical fish to carefully question and manage class discussion; this ensured all pupils were confident to begin their individual writing task. They all identified some interesting adjectives to make their writing exciting.

Disabled pupils and those with special educational needs are well supported and teachers carefully adapt learning to meet their needs. Teaching assistants work in close partnership with teachers encouraging pupils to develop confidence and independence. Teachers make good opportunities to develop pupils' spiritual, moral, social and cultural development, especially through the school's creative learning themes. Work on the Tudors encouraged pupils to consider empathetically the actions of the King Henry and his cruelty and selfishness. There are fewer opportunities for pupils to extend their information and communication technology skills in research and writing. Pupils' work is marked regularly, and in English especially, marking clearly identifies how a piece of work can be improved.

Behaviour and safety of pupils

Behaviour, in lessons and around the school, is good. Pupils meet the high expectations set by staff and behave kindly to one another. Playtimes are happy and sociable because pupils understand what is right and wrong and how their behaviour affects others. There is a family ethos throughout the school. Pupils are enthusiastically involved in the work of the school council, as play leaders, members

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

of the eco council and as reading buddies. They show much care and consideration for each other. Pupils know how to keep safe and have a good understanding of how to use the internet sensibly.

The questionnaire returns, from a small minority of parents and carers and from a few pupils, indicated that behaviour was a concern. Groups of pupils were consulted during the inspection; they expressed strongly the view that behaviour is good. This view is also supported by school records. A few pupils occasionally present challenging behaviour but this is well-managed by staff. Attendance rates are average rather than above average because levels have been adversely affected by bouts of illness in all year groups and a few pupils who have significant health problems.

Leadership and management

The headteacher has shown determination and commitment in leading the school through the recent difficult period. Staff are united and there is a clear emphasis on raising achievement for all pupils. Rapid and effective action has resulted in an improvement in the progress made by pupils in writing and there is now a drive to raise achievement in mathematics. Insufficient attention has been given to the close monitoring of teaching and learning to raise its quality from satisfactory to good. Subject leaders review planning and pupils' work in English and mathematics and are beginning to gain skills to enable them to undertake the monitoring of teaching with the headteacher. Pupils' progress is now monitored carefully and managers use this information with greater precision to identify and address fluctuations between subjects. There is clear evidence that achievement in writing has improved and good achievement has been maintained in reading over recent years. Effective steps are now being taken to address some underachievement in mathematics.

The governing body is supportive of the school but not all are fully-involved and do not have specific areas of responsibility to provide consistent high quality challenge to senior leaders and managers. Safeguarding arrangements meet requirements, are supported by good policies and procedures and regular training for staff. There is a shared ambition to improve achievement for all pupils and the success of strategies adopted to raise pupils' achievement so far means the school is soundly placed to improve further.

The school provides a caring learning environment, free from discrimination; all pupils are known as individuals and are treated fairly and equally. The curriculum is broad and well balanced. It provides good opportunities for staff to foster pupils' personal development and provide them with an appreciation of their own cultural heritage and respect for other faiths and cultures. Enrichment of learning, extra-curricular activities and visits out of school are satisfactory. The school is at the heart of its village community and makes a valuable contribution to village life, including regular tea parties for elderly residents. Parents are kept well informed; the school provides written summaries of their children's progress which accompany the two parent consultation evenings each year. Parents are appreciative of all that the

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

school provides and one, typical of many said, 'My children are always happy to go to school. Not only are they supported academically but perhaps more importantly emotionally too.'

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 | 54 | 42 | 2 | 2 |
| Primary schools | 14 | 49 | 32 | 6 |
| Secondary schools | 20 | 39 | 34 | 7 |
| Special schools | 33 | 45 | 20 | 3 |
| Pupil referral units | 9 | 55 | 28 | 8 |
| All schools | 16 | 47 | 31 | 6 |

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September to 31 December 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data 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.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

Common terminology used by inspectors

| | |
|----------------------------|---|
| Achievement: | the progress and success of a pupil in their learning and development taking account of their attainment. |
| Attainment: | the standard of the pupils' work shown by test and examination results and in lessons. |
| Attendance: | the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance. |
| Behaviour: | how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school. |
| Capacity to improve: | the proven ability of the school to continue improving based on its self-evaluation and what the school has accomplished so far and on the quality of its systems to maintain improvement. |
| Floor standards: | the national minimum expectation of attainment and progression measures. |
| Leadership and management: | the contribution of all the staff with responsibilities, not just the governors and 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: | inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. |
| 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. |
| Safety: | how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning. |

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.



18 June 2012

Dear Pupils

Inspection of Shotley Community Primary School, Ipswich IP9 1NR

Thank you for making me welcome when I visited your school. I enjoyed my time at Shotley where I saw how you work in lessons, talked to you and heard some of you read. I also read the questionnaires some of you filled in. You told me how much you enjoy school and learning new things. I was also very impressed to see the different enterprise projects where you were making things to sell at your summer fair. Your school is providing you with a satisfactory education. Your teachers and those who lead the school help you make satisfactory progress. You enjoy learning, feel safe in school and know a lot about being safe and healthy. I have asked the teachers to improve some important things so that you can make more rapid progress.

- I have asked your teachers to use what they know about how well you are doing to set clear targets in mathematics to identify what you need to learn next and to plan challenging work at just the right level to speed up your progress in writing and mathematics.
- I have asked your headteacher to make sure she and other staff visit your lessons often to make sure that your lessons are always interesting and you learn a lot.
- In the Early Years Foundation Stage I have asked that teachers always plan exciting activities for children, both in the classroom and outside and that they provide children with lots of opportunities to talk to adults so they can explain their ideas and improve their speaking skills

You can all help by attending school regularly, behaving well and working hard in lessons. It was a great pleasure to visit Shotley and I wish you every success for the future.

Yours sincerely

Norma Ball
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 **0300 123 4234, or email enquiries@ofsted.gov.uk.**