

Edgar Sewter Community Primary School

Norwich Road, Halesworth, IP19 8BU

Inspection dates 15–16 May 2013

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Requires improvement	3
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
Leadership and management		Requires improvement	3

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- Levels of attainment are in broadly line with national averages and pupils make the progress expected nationally over time.
- Pupils' rate of progress is consistently slower in mathematics than in English. This is true across all key stages and over time.
- Teaching is not consistently good and does not match work closely enough to pupils' different abilities.
- Teachers do not check the progress of enough pupils in lessons or in enough detail.
- Leaders do not use opportunities within the school or through partnerships to model and share good teaching practice.
- Leaders are not rigorous enough in the way they use information on pupils' progress to help plan improvements.

The school has the following strengths

- Pupils make good progress in reading because it is taught well, especially how letters link with sounds (phonics).
- All staff and members of the governing body are committed to the school and are ambitious for it to do well.
- The way subjects are taught through different themes helps to engage pupils in their learning.
- Pupils' spiritual, moral, social and cultural development is good.
- Behaviour is good both in lessons and around the school.

Information about this inspection

- Inspectors observed 13 lessons, two of which were joint lesson observations with the headteacher.
- Inspectors looked at pupils' work and listened to a sample of pupils from Years 1, 2 and 6 read.
- Meetings were held with pupils, a representative from the local authority and school staff, including senior leaders and subject leaders. Meetings were also held with the Vice-Chair of the Governing Body and another governor.
- School documents were examined, including those relating to safeguarding arrangements, information on pupils' achievement, headteacher reports, local authority monitoring of pupils' books and school improvement planning.
- Inspectors took account of the views of parents through the Parent View website. The views of staff were looked at through 17 staff questionnaires.

Inspection team

Peter Lacey-Hastings, Lead inspector

Additional Inspector

Melanie Clapton

Additional Inspector

Full report

Information about this school

- Edgar Sewter Community Primary School is similar in size to the average primary school. It has recently undergone a change to become a primary school and this year has its first group of Year 6 pupils.
- The Early Years Foundation Stage provision includes a Nursery that caters for three to four year-olds each morning.
- The proportion of disabled pupils and those who have special educational needs supported at school action is average. The proportion of pupils supported at school action plus or with a statement for special educational needs is also average.
- The proportion of pupils known to be eligible for the pupil premium is average. This is additional funding to support pupils known to be eligible for free school meals, those in local authority care and those from families in the armed services.
- The very large majority of pupils are from White British backgrounds. Only a very few pupils speak English as an additional language.

What does the school need to do to improve further?

- Ensure that more teaching is consistently good or better by:
 - matching work more closely to pupils' different abilities, especially in mathematics and for more-able pupils
 - ensuring that marking is used to help pupils know more clearly what to do to show they are making progress
 - giving pupils more opportunity to respond to teachers' comments in books
 - checking pupils' progress in lessons more carefully and regularly so that pupils receive more feedback in their groups.
- Increase the effectiveness of leadership and governance by:
 - using partnerships to give teachers opportunities to work with colleagues from other schools to share good practice and to use other resources such as videos to observe other teachers
 - ensuring that leaders use better teachers within the school to model and share effective teaching strategies
 - ensuring that leaders at all levels collect, analyse and evaluate information on pupils' achievement more rigorously, and use this more to judge the impact of teaching on pupils' learning
 - ensuring that the governing body use the information they have about pupils' achievements to rigorously challenge school leaders to show that achieve is improving .

Inspection judgements

The achievement of pupils requires improvement

- Pupils make better progress in English than in mathematics. Rates of progress this year are improving, especially at Key Stage 2, but still remain slower in mathematics than in other subjects. Rates of progress in reading across the school are consistently quicker than for other subjects.
- Children's skills and experiences when they enter the school vary from year to year. Some years they are below those expected for their age and in others they are similar. Children's skills on entry are weaker in communication and language, and in their personal, social and emotional development. However, these are also the areas in which they make the most progress. They make slightly slower progress in their understanding of the world and in their mathematical development.
- Over the last three years, children have made expected progress during their time in the Nursery and Reception classes. The most recent group of children to join the school had skills below those expected for their age but are currently making good progress.
- Attainment at Key Stage 1 is broadly in line with national averages. Progress varies from year to year. Some years they start Key Stage 1 slightly below expected levels and make good progress. Other years they begin at expected levels and make expected progress.
- Attainment at Key Stage 2 is in line with national averages. Attainment in reading is higher than in writing and mathematics. Pupils' progress is quicker in reading than in mathematics and writing.
- In mathematics pupils' progress is slower than it is in reading or writing. This is the case for all year groups at Key Stage 2. Over time, pupils at Key Stage 2 make expected progress across all subjects. Rates of progress have increased this year, especially for older pupils in Key Stage 2.
- In reading, pupils have books that are at the right level for their abilities. Pupils enjoy reading and are enthusiastic. Pupils effectively use a range of skills such as self-correction and linking letters with sounds (phonics) to help their reading. Their ability to link letters with sounds is good because this part of reading is taught well in the school. Older pupils have a good knowledge of different kinds of books and authors. They can say which authors they like and why they choose particular books.
- Pupils who are eligible for the pupil premium make similar progress to other pupils in the school. This is true in both English and mathematics. They attain well in their reading check in Year 1. Older pupils who are eligible for the pupil premium make better progress than others in the school, especially in reading. No judgement is possible about the differences in their attainment with other pupils nationally as the school has not previously undertaken end of Key Stage 2 tests and assessments.
- Disabled pupils and those who have special educational needs make similar progress to other pupils. Pupils with a statement for special educational needs make better progress than those supported at school action and school action plus. Pupils who have special educational needs make better progress than other pupils in reading. This is because of the use of small group work and interventions and the effective use of other adults. The few pupils who speak English as an additional language make similar progress to other pupils from their starting points, which

are sometimes lower.

The quality of teaching

requires improvement

- Children receive a good start to their education in the Nursery and this year they are making good progress in key skills such as communication and language and in their personal, social and emotional development. For example, adults use questions and explanations to motivate and engage children; this encourages them to communicate and co-operate well.
- Pupils in the Early Years Foundation Stage and in Key Stage 1 make good progress in learning to read. Staff are well trained in how link letters with sounds and apply this in a structured, regular way. All adults use their own knowledge well to help pupils make good progress.
- Teaching is mostly well planned and well prepared, and generally addresses the needs of most pupils. However, in lessons work is not matched closely enough to pupils' different learning needs and is too similar for different ability groups. This means that pupils, especially the more able, do not always do work that is challenging enough and this limits their progress.
- Teachers give individual feedback to pupils so they know how to show they are making progress. Sometimes this takes too long and not all pupils are included. As a result, not enough pupils are receiving feedback during lessons so that they know what to do to improve their work.
- Pupils' work is marked regularly and accurately, but pupils do not have enough opportunity to respond to comments made by teachers. Marking does not link closely enough to pupils' own targets in their books. Sometimes feedback is long which means that pupils have to do too much reading when looking at teachers' comments.
- Other adults are used well. They use questioning effectively to support pupils and to challenge their thinking. They are sometimes used to make assessments of how well pupils are learning and this gives pupils more frequent feedback. On occasions, other adults focus too much on individuals and this means that general learning points are not shared within a group. As a result, opportunities for pupils to make quicker progress are lost.
- Classroom resources and equipment are used well. This helps pupils to explore what they are learning and demonstrate that they are making progress. For example, in a Year 1 mathematics lesson, pupils used large overlapping hoops and plastic animals in order to sort them into groups according to their properties.
- Relationships between adults and pupils are good. Pupils are keen to do their best and the effective use of resources helps to keep pupils interested in what they are doing.

The behaviour and safety of pupils

are good

- Children develop good social and learning skills in the Early Years Foundation Stage and this helps them see the importance of good behaviour. They make better progress in their personal, social and emotional development than in most other areas of learning. Adults help them to play games together and to solve problems with each other.
- Behaviour is good both in lessons and around the school. This is the same in both supervised and unsupervised situations. Pupils behave well and play together responsibly at break times, for example when playing games in the multi-user games area and on the field.

- The use of play leaders, equipment and apparatus help support good behaviour in the playground where pupils enjoy using skipping ropes, stilts, basketball nets, balls and hoops. This helps them to create games and reduces the possibility of arguments.
- The use of the play leaders and the 'friendship' bench also means that pupils are active in promoting good behaviour and sorting out problems. Pupils say they feel safe and that incidents of bullying are rare. When problems do occur, pupils are confident that they are sorted out, either by themselves or by school staff. This is supported by other evidence such as logs of incidents that are accurately recorded and include follow-up discussions with parents
- Pupils apply themselves well to tasks and concentrate in lessons. Learning is not disrupted, because pupils respect each other and adults. They understand that good behaviour is what is expected. Concentration is only reduced where teaching is weaker or where activities do not match pupils' abilities enough.
- Attendance is average and this is helped by the school using strategies to encourage attendance. For example, there is a 'bike race' between classes to see which class has the highest attendance. There have been no temporary or permanent exclusions in the last three years.

The leadership and management requires improvement

- Leaders are committed to the school and ambitious for it to improve. All staff are proud to work at the school. They know the school well and know the pupils well as individuals. Self-evaluation is mostly accurate, especially in key areas of the school such as teachers' marking.
- Self-evaluation has included working closely with the local authority to carry out a work scrutiny of pupils' books. However, actions taken by leaders at all levels, including in the Early Years Foundation Stage, have not led to pupils making good enough rates of progress.
- Senior and subject leaders do not use a full range of evidence to make improvements in their areas of responsibility. Leaders are not rigorous in the way they link information about pupils' progress to the success of their actions.
- The collection, analysis and evaluation of information about pupils' achievement is not used enough to help leaders judge the quality of teaching through the school. Judgements on teaching are based too much on what leaders see teachers doing, rather than the impact that teaching is having on learning outcomes for pupils.
- Current performance targets are rightly linked to pupils' achievement, the national Teachers' Standards and to school improvement plans. This is done carefully and accurately, and is helping to improve the quality of teaching and increase rates of progress this year, especially for older pupils in the school.
- Leaders at all levels have managed important changes, such as the school becoming a primary school, with minimum disruption to day-to-day routines. This has included an increase in the number of pupils and new building works to accommodate them.
- The partnership with the local authority has helped steer the school through this time of change, including providing training, advice and finance. For example, class teachers have had training

on teaching older pupils, the governing body has received support on changes to the building and senior leaders have received support on bringing about school improvement.

- Opportunities for pupils' spiritual, moral, social and cultural development are good. For example, pupils grow vegetables and then use them in meals they prepare. Pupils have good opportunities to develop and learn important qualities and skills. For example, there is a 'skill of the week' such as concentration and trying hard.
- Pupils have responsibilities that prepare them well for their future. For example, there are play leaders that organise play equipment and help pupils to play. There is also a 'buddy' system so older pupils can help younger ones in the playground.
- Pupils learn about other cultures, such as through a topic on 'Pack My Bags'. They compare the culture in France with that in India. This is also supported by working across different subjects. For example, pupils write letters to India in English and do Indian rangoli patterns in art.
- The way subjects are taught through themes and topics helps to engage pupils in their learning. It also helps them to see how their learning and skills can be applied in new situations.
- Pupil premium funding has been used to provide additional adult support for pupils and to provide computer software for their use. This helps these pupils to make at least the same progress as other pupils in the school.
- Safeguarding requirements are met, including making rigorous checks on adults working with pupils.
- **The governance of the school:**
 - The governing body is closely involved in school improvement planning. Members of the governing body are active in the school and this helps them to know the school well, such as being aware of weaker progress in mathematics. While governors are involved in monitoring school effectiveness, they do not use information on pupils' achievement robustly enough to challenge school leaders to ensure that pupils are making better than expected progress. The governing body understands and monitors the process of linking teachers' performance targets to pupils' achievement, improvement plans and pay progression. Governors know how much the school receives through the pupil premium and what this is spent on; they also ensure that the funding is spent on the pupils for whom it is intended.

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

Unique reference number	124585
Local authority	Suffolk
Inspection number	412893

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	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	250
Appropriate authority	The governing body
Chair	Jean MacHeath
Headteacher	Peter Rodgers
Date of previous school inspection	27 January 2009
Telephone number	01986 873194
Fax number	01986 874392
Email address	edgar.sewter@talk21.com

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