



# Edgar Sewter Community Primary School

Inspection Report

**Unique Reference Number** 124585  
**LEA** SUFFOLK LEA  
**Inspection number** 281756  
**Inspection dates** 31 January 2006 to 1 February 2006  
**Reporting inspector** Mr. Robert McKeown LI

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

<b>Type of school</b>	Primary	<b>School address</b>	Norwich Road
<b>School category</b>	Community		IP19 8BU
<b>Age range of pupils</b>	3 to 9		
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01986 873194
<b>Number on roll</b>	199	<b>Fax number</b>	01986 874392
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Dr. Jean MacHeath
<b>Date of previous inspection</b>	27 September 1999	<b>Headteacher</b>	Mr. Andrew Rodgers

<b>Age group</b> 3 to 9	<b>Inspection dates</b> 31 January 2006 - 1 February 2006	<b>Inspection number</b> 281756
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## Introduction

The inspection was carried out by one of Her Majesty's Inspectors and one Additional Inspector.

## Description of the school

Edgar Sewter is a community primary school situated in the small town of Halesworth, Suffolk. It has 97 boys and 102 girls on roll, including 25 children who attend a part time nursery. Children enter the reception classes in the term in which they are five years of age. Almost all children are from White British backgrounds. There are no children at the early stages of learning to speak English as an additional language. The proportion of pupils entitled to free school meals is below average. The number of children who have special educational needs is typical for this size of school. Overall, children start school with standards which are below those expected for their age.

## Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## **Overall effectiveness of the school**

### **Grade: 3**

The Edgar Sewter Primary School provides children with a satisfactory education. In its self-evaluation, the school judged itself to be better than this but it needs to improve standards to justify its view. It achieves satisfactory value for money. Standards are broadly average but recent results show they are not high enough. Standards are better in reading than they are in writing and mathematics. Children make good progress in the effective Foundation Stage but achievement is no better than satisfactory in Years 1 to 4. Children's progress is not tracked closely enough to enable teachers to quickly identify when children are unlikely to meet their challenging targets. Teaching is satisfactory overall and inspectors saw good teaching in some classes. When teaching was less effective, children were not always challenged sufficiently. Lessons need to be consistently good if standards in English and mathematics are to improve quickly. Most parents think the school is doing well and this reflects the positive outcomes for children's personal development. There are many strengths in the curriculum with opportunities for children to participate in a wide range of activities. Leadership and management are satisfactory. The headteacher and staff work well together to provide a very caring and supportive environment in which children feel happy, safe and secure. Governors support the school well and improvements have been made since the last inspection. The school realises that standards are not high enough and has started to take effective action to tackle this, an indication of the school's capacity to secure further improvements.

### **What the school should do to improve further**

- Track children's achievement more tightly to identify when and why progress is less than expected and take action to ensure children meet challenging targets. - Raise standards in mathematics and writing by setting out clearly the improvements required in teaching and learning, by applying them consistently in all classes, and by evaluating the impact. - Improve the quality of teaching by helping teachers to increase the level of challenge and pace in learning.

## **Achievement and standards**

### **Grade: 3**

Overall, standards are broadly average. In the national tests at the end of Year 2 in 2005, results were in line with national levels but down on results in 2004. Results were better in reading than in writing and mathematics, although a greater proportion of children achieved the higher Level 3. Boys did less well than girls. Results in mathematics have been just below the national average for a number of years. When children enter the Foundation Stage, the school's records indicate that standards are below expected levels. Children make good progress in the Nursery and Reception classes and by the time they enter Year 1 most are achieving at the level expected for their age. Although, the latest assessments indicate that children do less well in linking sounds and letters, and boys' were below the local authority average in reading, writing

and calculation. In Years 1 and 2 progress is satisfactory. In Years 3 and 4 children continue to make satisfactory progress in reading. The results of the non-statutory tests in 2005 at the end of Year 4 indicate that a significant number made less than expected progress in writing and mathematics and are not meeting their challenging targets. Children with learning difficulties and disabilities are making good progress. The school recognises that standards in mathematics are not high enough. It also recognises that children in Years 3 and 4 could make better progress particularly in writing and mathematics. The school has responded positively to the local authority priority to improve attainment in these year groups by setting challenging targets. Improvements are also required in tracking children's progress.

## **Personal development and well-being**

### **Grade: 2**

Children have positive attitudes. Relationships between staff and children are good. Children enjoy coming to school and say that they feel safe and secure. They behave well in lessons and around the school. Attendance is good and most children arrive at school on time. Reward systems promote children's personal qualities and they get the chance to take part in team events. Children learn to help others by contributing to local community activities and by raising funds for national and international charities, such as sponsoring a child in Kenya. Older children have responsibilities for helping around the school. The recent introduction of a school council has enabled children to discuss how the school might be improved for them. Children play well together at break and lunchtimes. Having a 'friendship stop' within the playground encourages children to think about caring for others. Assemblies and lessons in personal, social and health education contribute well to children's good spiritual, moral, social, and cultural development. The school is part of a scheme to promote healthy lifestyles and walking to school is encouraged. Free fruit and vegetables are available for younger children, and older ones can purchase these from the school tuck shop. The school has achieved an award for children's participation in sporting activities. Most classes participate in two hours of physical activity each week and a strong emphasis is placed on children learning to swim. Safe cycling lessons are available for older children who can become junior road safety officers. The school knows it needs to develop further children's skills in literacy, numeracy, and information and communication technology to prepare them for the future.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

The quality of teaching is satisfactory overall. This matches the judgement made by the school. During the inspection, good teaching was observed in some classes in Years 1 to 4 but it is not consistently good in all classes. Teaching in the nursery is very effective and this is where children make good progress. Generally, lessons are planned well and learning targets are made clear to the children. While most lessons move at

a good pace, there are times when children's learning is not fast enough. The level of challenge is better in some classes than others. In all classes, relationships between children and adults are good and as a result classrooms are happy places where children enjoy learning. Teaching assistants provide good support. Teachers make suitable assessments of children's day to day progress and have begun to set learning targets to help children understand what they need to do to improve. Some children know these better than others. In the better lessons, teachers encourage children to assess their own learning and this was particularly effective in Year 4. Teachers' marking, although regular, does not always inform children precisely of what they need to do to improve. Teachers who have interactive white boards in their classrooms use them effectively to support their teaching and to engage and stimulate children. For example, in Year 4, a video extract was used very successfully to help children discuss and prepare their ideas for writing. Children with learning difficulties and disabilities receive good support.

## **Curriculum and other activities**

### **Grade: 2**

The quality of the curriculum is good. Attractive displays in classrooms and around the school illustrate children's work in the full range of subjects. Children are given the chance to use their literacy skills in other subjects, for example, writing instructions for making musical instruments in design and technology. Throughout the school there is strong emphasis on promoting personal and social development so that children are healthy, confident learners. Foundation Stage children experience a rich curriculum with first hand practical activities which involve them in finding things out for themselves. Children with learning difficulties and disabilities are supported well. The school's commitment to including children with physical difficulties is particularly good. Children benefit from participating in a range of clubs such as recorders, guitars, football and gymnastics. Their enjoyment of learning is enhanced by taking part in theme days and by meeting visitors from the local community, theatre groups, Indian Dancers and African Drummers. Children extend their learning outside of school by visiting places of interest such as the Anglo Saxon Village.

## **Care, guidance and support**

### **Grade: 2**

The school provides a very caring and supportive environment in which children feel happy and safe. All staff look after children well. Incidents of bullying and racism are very rare and good procedures are in place to deal with any should they occur. Children know that adults will listen to any concerns they might have. Procedures of child protection are secure and regular training takes place. Health and safety checks are made periodically and all staff have recently undertaken first aid training. The school works very effectively with outside agencies to support children with learning difficulties and disabilities.. There are good links with other schools in the area. The school appreciates the importance of children making a smooth transition from the Foundation Stage to Year 1 and into the Middle School. Good induction arrangements are in place,

providing opportunities for teachers to prepare children for the next stage in their learning. Recent assessment data collected by the school indicates that not all children are meeting challenging targets.

## **Leadership and management**

### **Grade: 3**

Leadership and management are satisfactory overall. The headteacher manages the school effectively and has established a strong commitment to children's personal development and well being. The school has a positive caring ethos and most parents are happy with what it provides. Leadership and management of the Foundation Stage are good and the deputy headteacher has begun to draw up suitable plans for improvements in teachers' assessments and in standards in mathematics. Programmes introduced to help children catch up are managed well by the special educational needs co-ordinator. The school's evaluation of its strengths and weaknesses is broadly accurate. However, some improvements identified in the self evaluation are not included in the current school improvement plan and too little emphasis is placed on priorities which raise standards, for example in children's writing. The headteacher realises that standards are not high enough. Target setting and the tracking of children's progress require improvement to ensure the school knows exactly which children are not making the expected progress and why. The headteacher and some subject leaders have undertaken observations of lessons to assess the quality of teaching but these are not focussed tightly enough on the specific improvements needed in mathematics and writing. Standards need to improve quickly especially in Years 3 and 4 and teaching will need to be consistently good in all classes if this is to be achieved. The school's accommodation and resources are good. They are improved since the last inspection with a new administrative area, a refurbished computer suite, and very good facilities for outdoor play in the Foundation Stage. Governors give the headteacher and staff their full support. They take an active interest in the quality of education provided by the school. The administrative staff support the school well.

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## Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	<b>School Overall</b>	<b>16-19</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	3	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	3	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

### Achievement and standards

<b>How well do learners achieve?</b>	3	NA
The standards <sup>1</sup> reached by learners	3	NA
How well learners make progress, taking account of any significant variations between groups of learners	3	NA
How well learners with learning difficulties and disabilities make progress	2	NA

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	2	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	3	NA

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	3	NA
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	2	NA
<b>How well are learners cared for, guided and supported?</b>	2	NA

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	3	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	3	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	NA
How effectively and efficiently resources are deployed to achieve value for money	3	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

<b>The extent to which schools enable learners to be healthy</b>	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
<b>The extent to which providers ensure that learners stay safe</b>	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
<b>The extent to which learners make a positive contribution</b>	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
<b>The extent to which schools enable learners to achieve economic well-being</b>	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

### **Text from letter to pupils explaining the findings of the inspection**

Thank you for helping us with our inspection work when we visited your school. We enjoyed the two days we spent with you. Mr Rodgers and all the adults at school care for you very well and want you to be successful. We think your school is a happy and safe place in which to learn. Most of you do well in your reading but some of you need to improve your writing and mathematics work. We like the idea of having targets to help you improve, so make sure you know what they are and work hard at achieving them. We enjoyed talking to you about the things you do at Edgar Sewter. There are lots of good displays of your work around the school. You have many good clubs to go to. We were pleased to see that you are learning about healthy lifestyles and that you have the chance to learn to swim and become junior road safety officers. We were impressed with your behaviour and the way you play well together. Having a 'friendship stop' within the playground is a really good idea. I enjoyed talking to the new school counsellors. They have an important job to do in thinking of ways to help improve the school. The help you give to other people is really important. It is very kind of you to help raise money to sponsor Victa Okelo in Kenya. At the end of the inspection, we asked your teachers to look more closely at how well you are doing from year to year. We also asked Mr Rodgers to make sure all your lessons are taught well so everyone makes good progress. You have a lot to look forward to in the rest of the year, so enjoy it.