

# Melton Primary School

## Inspection report

---

<b>Unique Reference Number</b>	124597
<b>Local Authority</b>	SUFFOLK LA
<b>Inspection number</b>	314977
<b>Inspection dates</b>	10–11 April 2008
<b>Reporting inspector</b>	Ruth Frith

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>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	167
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Robert Cutts
<b>Headteacher</b>	Mr Andrew Rowe
<b>Date of previous school inspection</b>	9 February 2004
<b>School address</b>	Melton Road Melton Woodbridge Suffolk IP12 1PG
<b>Telephone number</b>	01394 382506
<b>Fax number</b>	01394 380404

---

<b>Age group</b>	4–11
<b>Inspection dates</b>	10–11 April 2008
<b>Inspection number</b>	314977

---

© Crown copyright 2008

Website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

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.

## Introduction

The inspection was carried out by two Additional Inspectors.

## Description of the school

This is a smaller than average size primary school which serves families in the village of Melton, neighbouring villages and the nearby town of Woodbridge. Children enter the school with attainment that is below that expected for their age, particularly in some key areas of communication, language, literacy and mathematical development. The percentage of children who find learning hard is above average. Most pupils are of White British background and currently only very few children speak English as an additional language. The school has gained the Artsmark in recognition of its work.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 3

The inspectors agree with the school's accurate evaluation that it provides a satisfactory standard of education for its pupils. The recent good work with the local authority and other outside agencies is beginning to improve the quality of provision and the progress that pupils make. Several aspects of pupils' personal development and well-being are now good. Recent developments and satisfactory improvement since the last inspection indicate that the school has satisfactory capacity to improve further. Parents are supportive of the school and the way staff help their children, as indicated in the comment, 'having moved to this area we have been delighted with the care, support and education our children receive.'

Pupils' progress is satisfactory overall. They make a good start in Reception where teaching and learning are good. In Year 2 and Year 6, pupils typically reach average standards. Recent improvements to the curriculum have been successful in raising standards in writing. Other strengths include the development of the outdoor areas to aid learning, particularly in art and science. There are positive features in teaching throughout the school, which is satisfactory overall. However, the work in some lessons is not well matched to pupils' capabilities and lacks sufficient challenge, particularly for the more able, and insufficient time is focused on learning. Senior staff are aware of the need for more rigorous monitoring and evaluation of teaching in order to raise the quality to good or better.

Pupils' personal development and well-being are satisfactory. Most pupils enjoy school and are interested in lessons. Consequently, their behaviour and attitudes are good, and this helps to create a good basis for learning. The personal, social and health education programme is effective in encouraging pupils to live safe and healthy lives. Care, guidance and support of pupils are satisfactory. Pastoral care is good. Arrangements are in place to check how well pupils are doing but the use of data is not sufficiently refined or systematic enough to track progress or set appropriately challenging targets.

Leadership, management and governance are satisfactory and help to ensure that the school provides sound value for money. The school makes suitable checks on its work to ensure that pupils make steady progress in English, mathematics and science. It has not yet been successful in ensuring that the good start made in the Reception year continues throughout the school. Nevertheless, strong leadership of the governing body has ensured that governors recognise the need to play a more active role in monitoring and evaluation to enable them to gain a clearer understanding of the school's effectiveness.

## Effectiveness of the Foundation Stage

### Grade: 2

Children's learning and development are good. They settle quickly because good links are made with a local pre-school group, expectations are clear and routines are helpful. Staff work well as a team and have a good understanding of how young children learn. Good planning, organisation and resources result in a range of interesting activities that stimulate children's interests and encourage them to enjoy their learning. Facilities for learning outside are exceptionally good. Staff gain a good understanding of what children know and achieve through regular observations and assessments. They have recognised the need to improve the use of data to outline clearly how well children are doing. Because of the good provision, many children reach the levels expected for their age when they enter Year 1.

## What the school should do to improve further

- Refine the use of data so that staff can more effectively track pupils' progress from entry to Year 6 and then set appropriately challenging targets for individual pupils.
- Rigorously monitor teaching and learning so that clear strengths and areas for improvement are identified, and use this information to ensure that teaching is consistently good or better.
- Ensure that work more closely matches the range of abilities in each class so that all are appropriately challenged, particularly the more able.

A small proportion of schools whose overall effectiveness is judged satisfactory but which have areas of underperformance, will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

## Achievement and standards

### Grade: 3

Pupils of all abilities, including those who find learning difficult, achieve satisfactorily. Because of recent improvements to teaching and learning, their rate of progress is beginning to increase in some subjects. This is seen, for example, in pupils' writing where standards are improving in both Key Stage 1 and Key Stage 2. The 2007 national assessments for Year 2 show that pupils made satisfactory progress and reached broadly average standards in reading, writing and mathematics. Information given by staff indicates that pupils currently in Year 2 are working at below average levels in reading and mathematics and average levels in writing. In 2007, nearly a half of pupils in Year 6 found learning difficult and started from a low baseline. Pupils made satisfactory progress and reached standards that were below average overall in English and mathematics and average in science. The school did not reach its targets last year. Pupils currently in Year 6 are working at average levels in English, mathematics and science and are on line to reach their targets.

## Personal development and well-being

### Grade: 3

Pupils enjoy school and attendance is above average and improving. The school provides a friendly atmosphere where pupils say they feel safe and have someone to talk to if they have a problem. They are appropriately encouraged to lead healthy lifestyles and this is beginning to influence what they do. They contribute to their community satisfactorily by taking part in the school council, helping to plan the development of local facilities and raising funds for charities. Pupils' spiritual, moral, social and cultural development is satisfactory. Their attitudes and behaviour are good and make a strong contribution to their learning. The majority of pupils are interested in their work and involve themselves well in lessons and extra-curricular activities. Pupils have good relationships with adults and with each other. However, pupils have insufficient understanding of the United Kingdom as a diverse society and of their place within it. Nevertheless, pupils are prepared satisfactorily for the next stage of their education and beyond.

## Quality of provision

### Teaching and learning

#### Grade: 3

Teaching and learning are satisfactory. They have improved recently and there are elements of good practice throughout the school. In the best lessons, work is stimulating and challenging

because individual tasks are matched closely to pupils' capabilities and they feel able to succeed. Pupils respond well and enjoy the independence this gives them. In less successful lessons, pupils are not sufficiently challenged, particularly the more able, and the progression of work from year-to-year is not well matched to pupils' abilities to enable them to make the best possible progress. Sometimes, the lesson is too focused on the input of the teacher and insufficient time is given to pupils' learning and the practising of skills. As a result, some pupils say that, 'teachers talk too much and lessons need to be more fun.' The skills of teaching assistants are frequently used well but this is not always the case during whole class sessions. Interactive whiteboards are used effectively to improve learning in most lessons. The assessment and marking of pupils' work is satisfactory but occasionally the expectations of how pupils present their work are not high enough.

## **Curriculum and other activities**

### **Grade: 3**

Recent good developments in the way pupils in Key Stage 1 learn to read and write are beginning to raise standards, and have been most effective in writing. The school recognises the need to raise the profile of reading across the school in order to maintain pupils' interests and raise standards further. Developments in mathematics are beginning to impact on learning as can be seen in the improved standards in Year 6. Staff recognise the need to ensure that activities are exciting and enjoyable in English and mathematics to fully engage the pupils and enhance learning. Artwork is good and imaginative, and the thoughtful work on display shows that pupils are developing a wide range of artistic skills. In Key Stage 2, pupils enjoy learning French. The effective use of specialist sports coaches is helping to develop skills and raise fitness levels. Pupils enjoy the good range of activities that enrich the curriculum, including visits that help them to understand through first-hand experience.

## **Care, guidance and support**

### **Grade: 3**

Teachers devote a great deal of time to supporting individual pupils and groups. They work effectively with parents and outside agencies, and support is well organised and informed. As a result, pupils who find learning difficult are well provided for. Pupils with personal and behavioural difficulties are also given good support and guidance. The promotion of pupils' health and safety is good. Child protection and safeguarding arrangements are in place and robust risk assessments are undertaken regularly. Arrangements for tracking and recording pupils' academic attainment have improved but their use to guide pupils' learning is insufficient to ensure they make the best possible progress.

## **Leadership and management**

### **Grade: 3**

The headteacher and deputy headteacher share a clear understanding of the need to raise standards and further promote pupils' personal development and well-being. They work well with the local authority and other schools to improve the school's systems and staff skills. The local authority has recognised the particular expertise of three members of staff who now share their knowledge and skills with other schools. A relatively new system of collecting information on pupils' progress is beginning to meet the needs of the school but staff are not yet fully effective in using this to set challenging targets. The monitoring of teaching and learning is

also developing but currently does not clearly identify what needs to be done to ensure consistently good learning and higher standards. Governors satisfactorily support the school through their visits and committee work.

**Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).**

## Annex A

## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
---	----------------

### Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	3
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	2
The effectiveness of the Foundation Stage	2
The capacity to make any necessary improvements	3

### Achievement and standards

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

### Personal development and well-being

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

### The quality of provision

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

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

## Annex A

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively leaders and managers use challenging targets to raise standards	3
The effectiveness of the school's self-evaluation	3
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	3
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

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

14 April 2008

Dear Children

Inspection of Melton Primary School, Woodbridge IP12 1PG

You may remember that inspectors recently visited your school to talk to you about what you do and what you learn. Thank you for making us feel so welcome. We enjoyed our visit and if you read on further you will see some of the things we found out.

- Your work is getting better, particularly your writing, and those of you in Year 6 reach standards similar to many other children of the same age.
- Reception children do well because they find the activities exciting and interesting.
- You enjoy school and nearly all of you attend regularly and arrive on time. Well done! Try to keep this up so you do not miss any lessons.
- You behave well, get on with each other and make good friends.
- You enjoy the clubs after school and going on visits to local places of interest.
- You have a good understanding of how to stay safe. We were pleased to hear that you would go to a member of staff if you had any problems.
- Teachers and teaching assistants work well with others to ensure that you receive the support you need, particularly those of you who find learning difficult.

The headteacher, staff and governors are all helping to improve the school. They are keen to make it even better and we have agreed that they are going to focus on a few important things. They will be using the information they have on how you are doing to make sure that you all achieve as well as you can. They will be checking teaching and learning so that they can find ways to make them better. Teachers will also make sure that the work you have to do is challenging, particularly for those of you who find learning easy. We know you will respond well to their efforts and try hard.

We left your school confident that it will continue to improve and wish you all well.

Yours sincerely

Ruth Frith

Lead inspector