

# Sproughton Church of England Voluntary Controlled Primary School

Inspection report

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<b>Unique Reference Number</b>	124752
<b>Local Authority</b>	Suffolk
<b>Inspection number</b>	340646
<b>Inspection dates</b>	20–21 May 2010
<b>Reporting inspector</b>	Nick Butt

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

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<b>Type of school</b>	Primary
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	98
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mervyn Cort
<b>Headteacher</b>	Jane Needle
<b>Date of previous school inspection</b>	27 February 2008
<b>School address</b>	Church Lane Sproughton Ipswich
<b>Telephone number</b>	01473 742182
<b>Fax number</b>	01473 742182
<b>Email address</b>	ht.sproughton.p@talk21.com

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## Introduction

This inspection was carried out by two additional inspectors. The inspectors visited 12 lessons and observed five teachers. They held meetings with governors, staff and groups of pupils. They observed the school's work and looked at a selection of documentation, including planning, evidence of monitoring such as lesson observations, and analysis of pupils' work and other assessment information. Inspectors scrutinised inspection questionnaires returned by 29 parents and carers, 12 staff and 74 pupils.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- what the school is doing to raise standards in mathematics
- the impact of the new leadership team on improving provision
- the extent to which pupils understand about different cultures and traditions in the United Kingdom.

## Information about the school

This is a smaller than average primary school in a village just outside Ipswich. Almost all the pupils are of White British heritage. A third of the pupils have special educational needs and/or disabilities, which is high. The school has the Activemark award. A new leadership team was formed in September 2009 with the appointment of a new Early Years Foundation Stage and Key Stage 1 leader.

An independently run pre-school shares the site and is subject to separate inspection.

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

## Inspection judgements

**Overall effectiveness: how good is the school?**

**2**

**The school's capacity for sustained improvement**

**2**

## Main findings

Sproughton is a good school that has progressed well since its last inspection. Pupils enjoy their education and attendance is excellent. They achieve well to reach standards that are above average by the end of Year 6. A particular emphasis on developing mathematics has resulted in general improvement in pupils' progress and attainment in the subject this year. Good teaching ensures that pupils find learning interesting. Children in the Early Years Foundation Stage make an excellent start because of the outstanding provision they receive. The school cares extremely well for its pupils and is supported well by parents and carers, the governing body and the wider community. Pupils say they feel safe at school and are confident that adults will sort out any problems they may have. They have a good understanding of possible risks, and play an active role in ensuring the health and safety of the school site. The award of the Activemark recognises the wide range of sports that pupils participate in, including football, tag-rugby and golf. Despite the fact that the school does not have a hall, pupils take plenty of exercise outside. They grow their own vegetables for use in the school kitchen, and know all about healthy eating. Pupils behave well, and the older ones look after the younger ones. A pupil said, 'The school is a big family.' Their spiritual, moral, social and cultural development is good, with a strong emphasis on caring and showing respect. Pupils learn about different cultures, mainly through the curriculum, but have limited direct experience of people whose backgrounds are different from their own. The school has a good capacity for further improvement because leaders and managers are successful in raising attainment and improving provision. The new leadership team works together well in monitoring and evaluating the work of the school and forms accurate assessments about its strengths and areas to improve. Much data is collated about pupils' progress and presented in a number of different ways, which creates a lack of consistency. The computerised systems currently used do not allow the teacher to track in depth the progress of individuals and groups of pupils. The governing body has streamlined its systems and become more efficient in recent months, benefiting from strong leadership, so that it holds the school to account well. The extent to which leaders promote community cohesion is satisfactory. The school has an understanding of the local community and has taken steps to reach out to it, but has not formally evaluated the impact of these measures.

## What does the school need to do to improve further?

- Improve the use of data to track pupils' progress by:
  - ensuring there is a clear and accessible system in place

- enabling staff to interpret and analyse data in more depth about the progress of individuals and groups of pupils.
- Enhance the promotion of community cohesion by:
  - broadening pupils' understanding of the different cultures and traditions in the United Kingdom and abroad
  - formally evaluating the impact of actions the school has taken to reach out to its local community.

## Outcomes for individuals and groups of pupils

<b>2</b>
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A pupil said, 'Everybody fits in here; we make friends quickly.' Pupils' excellent attendance is one indication of their great enjoyment of school. In lessons, they are keen to take part and have very positive attitudes to learning. Pupils in Years 5 and 6 came up with a variety of ideas for how to present the plan of a story and suggested key features it would need to contain. Pupils in Years 1 and 2 listened attentively to one another's stories and were able to comment about the effective use of vocabulary, or 'wow words'.

From a very wide range of starting points, pupils make good progress in their learning. There is a high proportion of pupils with special educational needs and/or disabilities, and all receive effective support from teachers and teaching assistants to enable them to achieve well. In 2009, attainment in mathematics was broadly average, whereas it was above average in reading and writing. The school put in place a series of measures to raise standards in mathematics, such as additional challenge for pupils capable of attaining higher levels and more opportunities for pupils to use their numeracy skills in different subjects. The effect of this has been to accelerate progress so that standards in mathematics are now also above average.

Pupils make a good contribution to the school community as school councillors, team captains, young leaders and young reporters. They have close links with the church and take part in village events. Pupils designed the logo for the new community shop. They are involved in raising funds for charities. They take part in sporting and musical activities with other schools and contribute to joint projects such as the 'big crib' festival, when they designed a life-size Nativity scene. Pupils are well-prepared for secondary school, having good basic skills and developing their thinking through philosophy sessions, where they make responsible and reasoned judgements on moral dilemmas. As one pupil put it, 'You don't disrespect other people's views, but you can challenge what they're saying.'

*These are the grades for pupils' outcomes*

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<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account: Pupils' attainment <sup>1</sup>	2
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>2</b>
Taking into account: Pupils' attendance <sup>1</sup>	1
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

## How effective is the provision?

A new approach to teaching writing has energised staff and pupils alike, with more opportunities to write at length and in depth. During the inspection, a 'Big Write Week' gave pupils free rein to explore the genre of story writing. Their work was celebrated in a gallery for parents and carers to admire, and this was well-supported. Teachers have high expectations of pupils and manage them well. They use technology to engage pupils and to add variety to lessons. Teachers are aware of pupils' preferred learning styles, and take these into account when planning work. They are clear about what they want pupils to learn and involve them actively in lessons. Year 5 and Year 6 pupils took pride in creating animations based around clay models against sets they had designed. Because teachers know pupils well, work is pitched at the right level for them, and this helps them to make good gains in their learning. Occasionally, flaws in the way lessons are organised slow the pace of learning if pupils find themselves with time on their hands or if they are not entirely sure what they are supposed to be doing next. Assessment has improved since the last inspection so that marking clearly shows pupils how they can improve. All pupils have learning journals that they complete in consultation with the teacher to monitor their progress and set targets.

The curriculum is well-planned to meet pupils' needs, with good links across subjects. Year 3 and Year 4 pupils undertook an environmental project, including a 'garbology', or archaeological dig in the old village dump, and were inspired to write poems about their finds. Themed weeks add interest to the curriculum, and there is a fair range of sporting clubs and local visits. However, there are not enough other types of clubs for pupils to take part in, or visits to places further away such as London. Additional provision, such

as specialist music teaching, modern foreign languages and philosophy, makes a positive contribution to pupils' personal development and their enjoyment of school. The virtual learning environment is well established, with all pupils accessing tasks and learning materials at home. Pastoral care is outstanding, and there are excellent links with two local special schools. As a result of the particular attention to their needs, pupils who have had serious difficulties in the past have improved dramatically when they have joined the school. The school's family support worker provides additional help where there are particular needs. There is good provision for the large number of pupils with special educational needs and/or disabilities which ensures that they meet their individual targets.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	2
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

## **How effective are leadership and management?**

Leaders and managers bring out the best in staff by creating a collaborative and purposeful culture committed to driving forward improvement. One member of staff said, 'I really enjoy working at this school and feel really valued and part of a team.' A thorough monitoring programme includes subject leaders in self-evaluation, who also contribute strategic plans. Staff are given clear points for development, which helps to improve the quality of teaching and learning. While plenty of data is gathered about pupils' progress, there is no common format for presenting it, and systems are unwieldy and difficult to access. This makes it harder for staff to analyse and interpret how well pupils are doing over time.

There are good links with parents and carers, who are kept well informed about their children's progress and invited to a series of events that celebrate pupils' achievements. Links with special schools, the church and the schools' sports partnership have a positive impact on pupils' academic and personal development. There are also good links with the adjoining pre-school. The school makes every effort to include all pupils, with good strategies in place to tackle any gaps that emerge, such as the attainment in mathematics. It promotes equality of opportunity well. All safeguarding measures are in place to ensure that pupils' safety and well-being are paramount. The school's Golden Jubilee brought the whole community together and the school reaches out well to all local groups. It does not formally evaluate the impact of its work, however. Pupils have experience of different cultures through their research, and individual visitors, but do not have direct links with pupils from the range of backgrounds and traditions that make

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

up the United Kingdom. Their experience of cultures abroad is also underdeveloped. The governing body has undergone rapid development under its new chair, giving a clear strategic lead and consulting pupils, parents and carers. However, minutes of clerked meetings do not accurately reflect the full range of its activities.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>2</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## **Early Years Foundation Stage**

Outstanding provision ensures that children make very rapid progress in the Reception Year. Highly imaginative planning captures the children's natural curiosity and desire to learn and builds on their own interests and aspirations. Children took great pleasure in exploring 'minute land' with magnifying glasses outside, where they found messages that had been hidden by the 'minute' people. They were very keen to write their responses. They were also particularly intrigued by the giant footsteps that appeared in their classroom one morning and seemed to be leading to a cupboard! This inspired a giant book for their new friend to read. In this way, children develop quickly the skills that will help them in the future. They are able to concentrate on tasks for significant periods of time because they are so interested in what they are doing. Their behaviour is excellent and they cooperate very well. The classroom environment is rich and colourful, with many examples of children's work on display celebrating their achievements. The Early Years Foundation Stage is led extremely well, with a strong team working highly effectively together to create a powerhouse of learning. Despite their very wide range of abilities on joining the Reception class, almost all pupils reach and many exceed the expected standards by the time they move on to Year 1. Very thorough assessment gives staff an excellent understanding of their progress, with



information collated in attractive 'learning journeys' that bring pleasure to children, parents and carers alike as they browse them.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>1</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	1
The quality of provision in the Early Years Foundation Stage	1
The effectiveness of leadership and management of the Early Years Foundation Stage	1

## **Views of parents and carers**

All of the parents and carers who returned their questionnaires agree that their children enjoy school. Some individuals raised single issues but, for the most part, parents were positive about the work of the school. One said, 'I think Sproughton has really improved.' A few were not sure how well the school dealt with unacceptable behaviour or took account of their views. Inspectors found that staff manage behaviour well and that they work hard to gather and respond to parents' and carers' views. A theme raised by parents, carers and pupils was the lack of a school hall for physical education. One said, 'I do feel that the school would benefit from a school hall so that my child could participate in a larger amount and variety of physical education when the weather doesn't permit outside physical education.' The school does all it can to compensate for this situation to ensure that pupils take plenty of exercise.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Sproughton Church of England Voluntary Controlled 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 29 completed questionnaires by the end of the on-site inspection. In total, there are 98pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	16	55	13	45	0	0	0	0
The school keeps my child safe	12	41	14	48	3	10	0	0
The school informs me about my child's progress	9	31	18	62	2	7	0	0
My child is making enough progress at this school	8	28	17	59	4	14	0	0
The teaching is good at this school	11	38	15	52	2	7	0	0
The school helps me to support my child's learning	7	24	19	66	3	10	0	0
The school helps my child to have a healthy lifestyle	6	21	20	69	2	7	1	3
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	31	18	62	1	3	0	0
The school meets my child's particular needs	10	34	17	59	2	7	0	0
The school deals effectively with unacceptable behaviour	7	24	15	52	6	21	0	0
The school takes account of my suggestions and concerns	6	21	14	48	5	17	1	3
The school is led and managed effectively	14	48	11	38	3	10	0	0
Overall, I am happy with my child's experience at this school	13	45	14	48	2	7	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 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	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

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 is for the period 1 September to 31 December 2009 and is the most recently published data available (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)). Please note that the sample of schools inspected during the autumn term 2009 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. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## 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"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
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.**



24 May 2010

Dear Pupils

Inspection of Sproughton Church of England Voluntary Controlled Primary School,  
Ipswich IP8 3BB

Thank you for making us welcome when we visited your school. We agree with you that the school provides you with a good standard of education. Here are some of its particular strengths.

Your attendance is excellent and you enjoy coming to school.

You make good progress and reach standards that are above average.

You behave well and care for one another.

You have a good understanding about staying safe and keeping healthy.

The teaching is good, and teachers make learning exciting for you.

You have plenty of opportunities to develop your ideas across different subjects and through your philosophy lessons.

The school cares for you extremely well, especially if you are facing difficulties.

The school is led and managed well.

Children in the Reception class get off to an excellent start.

It is good that you are finding out about different cultures through your studies. We think you should also have more direct experience of people who come from different cultures and backgrounds in the United Kingdom and abroad. The staff gather lots of information about how you are doing, and we have asked them to present this in ways that make it easier for them to use.

All of you can help by letting your teachers know about what you enjoy at school and what you find more difficult.

Yours sincerely

Nick Butt

Lead inspector

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