

Stoke-by-Nayland Church of England Voluntary Controlled Primary School

Inspection report

Unique reference number	124713
Local authority	Suffolk
Inspection number	380963
Inspection dates	16–17 May 2012
Lead inspector	Godfrey Bancroft

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	3–9
Gender of pupils	Mixed
Number of pupils on the school roll	83
Appropriate authority	The governing body
Chair	Peter Busfield
Headteacher	Jane Le Grice
Date of previous school inspection	20 November 2008
School address	School Street Stoke-by-Nayland Colchester CO6 4QY
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Introduction

Inspection team

Godfrey Bancroft

Additional Inspector

This inspection was carried out with two days' notice. The inspector observed six lessons, taught by five teachers and parts of eight other lessons. Some of the lessons were observed jointly with the headteacher. Meetings were held with parents and carers, groups of pupils, members of the governing body and staff. In addition to observing the school's work the inspector looked at information about pupils' attainment and progress and about the management of their safety and behaviour. The inspector took account of the views expressed in 31 questionnaires returned by parents and carers, and others returned by pupils and staff.

Information about the school

This is a smaller than average sized primary school. The proportion of pupils known to be eligible for free school meals is below average. Most pupils are White British. The proportions of pupils who have minority ethnic heritage and those who speak English as an additional language are very low. The proportion of disabled pupils and those with special educational needs supported at school action plus is broadly average. There are, currently, no pupils who have a statement of special educational needs. The numbers of pupils who join the school at other than the usual times is a little higher than that usually found. The school meets current floor standards, which are the government's minimum expectations for pupils' attainment and progress. As part of local authority reorganisation, the school is expanding and a programme of building is taking place. At the end of this academic year, those pupils currently in Year 4 will stay on, so that the school will have its first group of Year 5 pupils in September 2012. Pupils are currently taught in mixed-age classes, which include the Nursery and Reception classes combined into an Early Years Foundation Stage group. The school holds the Healthy Schools and Eco-Schools Awards.

Inspection judgements

Overall effectiveness	2
Achievement of pupils	2
Quality of teaching	2
Behaviour and safety of pupils	1
Leadership and management	2

Key findings

- This is a good school. Pupils’ behaviour, and provision for their spiritual, moral, social and cultural development are outstanding. The school is not yet outstanding because in mathematics, although pupils’ attainment is broadly average and their progress satisfactory, they do not reach the levels in this subject that they achieve in reading and writing.
- Pupils achieve well and make good progress overall. Provision for children in the Early Years Foundation Stage is outstanding and they achieve exceptionally well at this stage. By the end of Year 2, and for leavers at the end of Year 4, attainment in reading is well-above average and above average in writing.
- Teaching is mostly good. Speaking, listening, reading and writing are taught well. The teaching of mathematics is satisfactory, but does not enable pupils to develop fully their skills in using mental mathematics; their mathematical skills lag behind those in literacy.
- Behaviour and safety are outstanding. Pupils are eager learners who apply themselves exceptionally well during lessons. They show respect for each other and for adults and are proud of their achievements. Younger pupils benefit greatly from learning alongside their older classmates. In turn, helping the younger pupils provides the older ones with a challenge that extends their own learning and thinking.
- The headteacher, staff and governing body work together effectively to promote school improvement. The school’s performance is managed well. Close monitoring and effective leadership of teaching ensure that practice is, at least, good. The school’s calm and harmonious sense of community contributes outstandingly to pupils’ personal development. The positive findings of the inspection on almost all aspects of the school are fully endorsed by parents and carers.

What does the school need to do to improve further?

- Accelerate pupils' progress and raise attainment in mathematics by March 2013, by:
 - sharpening the focus on developing pupils' mental calculation skills and knowledge in mathematics
 - ensuring greater frequency in the teaching of the mental calculation aspects of mathematics.

Main report

Achievement of pupils

The inspection findings that pupils achieve well are endorsed by parents and carers, who are very pleased with the progress that their children make. Children start in the Nursery with knowledge and skills that are, in general, close to those expected for their age. In most years, this reflects a wide range of abilities. During their time in the Early Years Foundation Stage children make outstanding progress in all areas of their learning, and many children join Year 1 with knowledge and skills that are well-above those typical of their age group.

During their time in Years 1 to 4, pupils make good progress. This is particularly so in reading and writing and is underpinned by pupils' excellent speaking skills. Accurate teacher assessments and the work seen during lessons and in pupils' books affirm this picture. Many examples were seen of pupils writing for a range of purposes in which they exceed the expectations for their age. Older pupils are also skilled at taking notes – for example, when they record the outcomes from their group discussions. Progress in mathematics is satisfactory, resulting in broadly average attainment, mainly because the recent focus on promoting pupils' mental calculation skills has not had enough time to impact on their achievement.

Given the influence that the relatively small numbers in each year group can potentially have on annual assessments and test results, the pattern of attainment is remarkably consistent. At worst in recent years, standards have been broadly average, but more often they are above average with progress that is invariably good. For example, in reading and writing, the more-able pupils currently in Year 4 are over a year ahead of where they are expected to be for their age.

Disabled pupils and those with special educational needs learn well and make good progress. Their good progress results from work that is tailored precisely to their needs and they are supported well, especially when taught individually and in small groups. Those pupils who join the school at other than the usual starting times settle in quickly, their learning needs are rapidly and accurately assessed and they too benefit from good support.

Quality of teaching

Teaching is good. The inspector's evaluation is supported by all the parents and carers who responded to the inspection questionnaire. Pupils appreciate the good quality of teaching they receive. They know that their efforts will be recognised and

their successes celebrated. One parent said, 'My children look forward to going to school to learn from their wonderful teachers.'

Staff in the Early Years Foundation Stage are highly skilled in promoting all areas of children's learning and, in particular, their communication, language and literacy. Teachers have high expectations to which pupils respond by behaving exceptionally well and working hard. Tasks are invariably challenging and well matched to pupils' abilities and learning needs. This applies particularly to disabled children and those who have special educational needs. Teaching assistants work closely with teachers to make a positive contribution to pupils' progress and, especially, to that of disabled pupils and those who have special educational needs.

Any pupil showing signs of falling behind is quickly given all the help needed to support progress. Reading and writing are taught effectively and are underpinned by the skilful use of questioning and opportunities for discussion – resulting in pupils acquiring exceptional speaking and listening skills. The good teaching of letters and sounds to the younger pupils lays the foundation for their future success in reading and writing. However, pupils' basic mathematical skills and knowledge, while satisfactory, are not developed to the same extent. This is mainly because the most effective methods of teaching mental calculations in mathematics are not applied frequently enough in all classes.

Assessment of progress is accurate and the information gained is used effectively to plan the next stages in learning for each pupil. Pupils understand their targets for literacy and numeracy and know what they need to do to improve their work. Teachers are very adept at promoting pupil's spiritual, moral, social and cultural development. There are excellent opportunities for pupils to work together, to reflect and to consider the needs of others. In this respect, all staff are excellent role models.

Behaviour and safety of pupils

Pupils' behaviour, attitudes to learning and conduct during lessons and around the school are exemplary, and invariably so over time. All parents and carers who responded to the inspection questionnaire endorse this judgement. One parent commented, 'In my child's own words, "I love going to school."' Another, typifying the views of many, said, 'I've been impressed by the expectations of children's behaviour.' Pupils themselves are convinced that behaviour is, invariably, very positive.

Pupils are eager learners who greatly enjoy their lessons, even when teaching is not inspiring. They are always keen to answer questions and to contribute to discussions, which even the youngest children do often with a level of sophistication that belies their age. Pupils are respectful towards each other and to adults. They are proud of their achievements and are genuinely pleased for each other when they do well.

Pupils are mature and very aware of how to stay safe. For example, two pupils are designated Junior Road Safety Officers, a role they are proud to fulfil and take very seriously. Pupils understand what constitutes bullying in its various guises and know

how to respond should any occur. They recognise the impact of being unkind to others in a variety of contexts, such as, through the misuse of computers or other electronic devices. They also know when it is inappropriate to comment about others in relation to their background, circumstances, personal preferences or heritage.

Attendance is, currently, broadly average, but the school is effective in encouraging good attendance. A small number of pupils have been absent through long-term illness, which, in the context of this small school, makes attendance, statistically, below what is usually expected. The school does all it can to support these pupils by providing work that they can do at home.

Leadership and management

School leaders, in partnership with the governing body, have worked effectively in recent years to sustain pupils' good progress and ensure that pupils can attain, mainly, above-average standards. This is because arrangements to maintain the good quality of teaching are effective. The headteacher regularly monitors the quality of teaching and provides a highly effective role model for good teaching, often by presenting demonstration lessons. Since the previous inspection, the role of subject leaders has been extended, enabling them to make a positive contribution to the quality of teaching. In this context, the focus on promoting pupils' speaking and listening and their reading and writing has proved to be successful. Similarly, the reorganisation of the Nursery and Reception classes into a single provision for the Early Years Foundation Stage has much improved continuity in learning and resulted in outstanding progress for the youngest children.

Pupils' sustained good progress and achievement in almost all areas of learning, their excellent conduct and attitudes to learning and good teaching serve to illustrate the school's capacity for further improvement. School leaders have introduced measures to improve pupils' knowledge and skills in mental mathematics, but these initiatives have not been in place long enough to evaluate, accurately, their impact on pupils' progress and attainment in the subject.

The governing body is knowledgeable about the work of the school and provides good support. Governors challenge the school and, together with the headteacher, accurately evaluate the quality of provision and identify relative weaknesses in performance for subsequent action. They also work very effectively with leaders in monitoring pupils' performance to ensure that there is equality of opportunity for all and that pupils are not discriminated against in any way. Arrangements to ensure that pupils are safe meet requirements.

The curriculum and additional activities and clubs promote pupils' learning well. Opportunities for younger and older pupils to work together in mixed-age classes benefit all pupils. Pupils greatly enjoy activities such as the high-profile allotment club, from which they sell the produce at a profit. The karate and dance clubs, school productions and opportunities to learn musical instruments are valued and popular. Pupil's spiritual, moral, social and cultural development is promoted exceptionally well. Pupils make a considerable contribution towards the school's calm, supportive and purposeful learning ambience. There are strong links with the nearby church and

excellent opportunities for reflection during assemblies. Singing in assemblies is of a high standard. Pupils are very considerate towards others and raise significant amounts to support those less fortunate than themselves.

Parents and carers endorse the inspection findings that the school is well led and managed. Communication with parents and carers about school events and their children's progress is good. One parent said, 'All the staff go out of their way to be helpful. Any issues are dealt with promptly and kindly.' All the parents and carers who responded to the inspection questionnaire said they would recommend the school to others. Many parents and carers also visit school and provide valuable help in a variety of ways – for example, by listening to pupils reading and helping with the allotment club.

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 May 2012

Dear Pupils

Inspection of Stoke-by-Nayland Church of England Voluntary Controlled Primary School, Colchester, CO6 4QY

You may recall I visited recently to inspect your school. I must say a special thank you to the three pupils who showed me around at the start of my visit and to the children who kindly made me a delicious pizza. The pizza was good – and so is your school. Your parents and carers are also right to think your school is good. It was helpful to hear how much you enjoy school and that you are rightly proud of your achievements.

You work hard during lessons and greatly help each other to behave so very well. I was impressed to hear how confident you are in getting all the help you need from the adults in school. As a result you achieve better than the majority of pupils in other schools in your speaking and listening and in your reading and writing. However, your adding, subtracting, multiplying and dividing – especially when you do calculations in your head – are not quite as good. With that in mind, I have asked your teachers to look closely at how they can help you to learn those skills better. If you keep working hard and listen carefully to what your teachers say, you will have the opportunity to make your skills in using mathematics every bit as good as those in reading and writing.

Finally, I must say how much I enjoyed your singing in assembly; it was excellent. Now that the rain has stopped, I hope you have managed to put the scarecrow in place on your allotment.

Yours sincerely

Godfrey Bancroft
Lead Inspector

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