

Stutton Church of England Voluntary Controlled Primary School

Holbrook Road, Stutton, Ipswich, Suffolk IP9 2RY

Inspection dates

24–25 January 2018

Overall effectiveness	Good
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good
Early years provision	Good
Overall effectiveness at previous inspection	Requires improvement

Summary of key findings for parents and pupils

This is a good school

- The headteacher has established stability following a lengthy period of turbulence and since her appointment has been instrumental in bringing about rapid school improvement.
- The headteacher and governors are proud of and committed to the school. They have a shared vision and strategic plan in order to secure the long-term future of the school.
- Governors provide a good level of support and challenge for school leaders. They have developed a clear understanding of the school's strengths and areas for further development.
- Leaders have ensured that pupils receive a broad and rich curriculum that meets pupils' academic, social and emotional needs in two very small, mixed-age classes.
- Parents and carers are overwhelmingly positive about the school and the support it provides for their children.
- The school provides a caring, inclusive environment, where relationships are strong between adults and pupils. This contributes to pupils' love of school and their willingness to learn.
- Behaviour is good across the school. Pupils enjoy learning and playing together. Pupils are happy, confident, courteous and well mannered.
- Children in the early years are confident and happy. They learn well in a safe and secure environment.
- Staff track the progress pupils make in reading and mathematics. Current pupils are making good progress from their various starting points. The work in pupils' books shows they are achieving good standards in writing. The assessment of writing is currently being reviewed so that pupils' progress may be tracked more effectively.
- Staff provide timely support for those pupils who need help to catch up. However, pupils do not always have sufficient time to try and work things out for themselves before an adult intervenes.
- Attendance of the majority of pupils is in line with the national average. However, there are a small number of pupils who are persistently absent or whose absence is unauthorised.

Full report

What does the school need to do to improve further?

- Maintain the good quality of education while the long-term future of the school is secured.
- Ensure that pupils are given sufficient time to try and work things out for themselves before an adult intervenes.
- Implement the reviewed assessment system for writing so that pupils' progress is tracked more effectively.
- Improve attendance for the small number of pupils who are persistently absent.

Inspection judgements

Effectiveness of leadership and management

Good

- The school has suffered a turbulent time since the previous inspection, when it was judged to require improvement. The school has been led by a number of temporary headteachers over the past two years and the teaching staff have also changed. The new early years teacher started at the beginning of January. The headteacher has established stability following a lengthy period of turbulence, securing improvements in teaching and pupils' behaviour.
- The headteacher has high expectations. She has a passion and a clear vision for the school involving raising pupils' outcomes and this is shared by her staff. The headteacher models the behaviours she expects of others and has been instrumental in improving the school. Staff morale is high.
- The headteacher has introduced clear systems, policies and procedures, which staff know and follow, so there is consistency of practice across the two classes. Teaching, learning and assessment and pupils' outcomes are monitored and reviewed regularly. The headteacher has taken decisive action to address weaknesses in teaching in the early years and key stage 1 and established stability, rapid improvement and a positive ethos.
- The quality of teaching has improved as a result of leaders holding teachers to account for the progress and outcomes pupils achieve. Pupil progress meetings and performance management processes ensure that teachers are fully aware of the progress of their pupils. They are able to use this information accurately to plan effectively to meet their needs.
- The headteacher has implemented a range of assessment systems which have enabled teachers to check the progress of pupils. However, the school is reviewing the writing assessment system, as leaders recognise that it is not providing the information they need to track progress in writing as effectively as they would like.
- The school has a clear rationale for the design of the curriculum. Leaders are determined to ensure that pupils enjoy a broad and interesting curriculum that is tailored to meet the needs of the pupils in the two mixed-age classes. The curriculum is a three-year rolling programme designed so that there are progression and depth in the teaching of all subjects across the school. Staff have enriched the curriculum with a range of trips, activities, participation in community events and opportunities for pupils to apply their skills.
- Leaders promote pupils' spiritual, moral, social and cultural development well. Pupils are encouraged to take on responsibilities, help each other and work together. Displays celebrate children's achievements in and outside of school. Pupils raise money for a range of charitable organisations. Leaders prepare pupils to be good citizens and ensure that they have a role in their community. For example, pupils visit and sing to the elderly and participate in a range of church services. Pupils show tolerance and respect in their day-to-day work. As a result, they are well prepared for life in modern

Britain and the wider world. A strong moral code underpins the school's values. As one parent commented, 'The school's link with the church and the community is fantastic.'

- Leaders carefully plan the use of funding within this very small school so that it is used to best effect. For example, funding for pupils who have special educational needs (SEN) and/or disabilities is used effectively to ensure that they make good progress from their starting points. The school has appointed an associate SEN coordinator who is well experienced and effective.
- Funding to promote participation in sports is used effectively. All pupils benefit from yoga lessons weekly and some specialist sports coaching throughout the year. These sessions also develop staff confidence, skills and knowledge. Pupils told the inspector how much they enjoy the yoga lessons. One child said, 'Yoga makes you feel very calm.'
- Leaders, governors and parents work closely to ensure that pupils receive a good, well-rounded education. Parents said that they value the care and support that the school provides for their children.
- Stutton Primary is an inclusive school. Leaders and staff ensure that pupils, regardless of their starting points, age and abilities, are able to study and play together in a harmonious environment.

Governance of the school

- Governors are effective. They are dedicated and committed to providing high-quality education for the pupils and securing the long-term future of the school.
- The governing body has a breadth of expertise with which to challenge and support leaders. Its members have an accurate understanding of the strengths and weaknesses of the school's performance.
- Governors are clear about their roles and responsibilities. They take nothing for granted and monitor to ensure that the information they receive is accurate. Governors know staff and pupils well and visit the school to gather critical information with which to challenge and commend the school.
- Governors' oversight of the school's safeguarding is thorough. For example, regular auditing of the single central record is undertaken to ensure that all pupils are safe.

Safeguarding

- The arrangements for safeguarding are effective.
- The single central record of checks on staff employed at the school meets all statutory requirements.
- Staff training in safeguarding and child protection is up to date and new staff complete a detailed induction process to prepare them for keeping pupils safe.
- Pupils say the school is a safe place and there is always someone to talk to if they have any concerns. Parents agreed that staff keep pupils safe. Pupils are taught about how to keep themselves safe online and what they should and should not do to keep themselves safe.

Quality of teaching, learning and assessment

Good

- The high expectations of the headteacher have resulted in improvements to the quality of teaching, learning and assessment across the school. These raised expectations are evident in the work in pupils' books, through visits to lessons and the school's own regular checks on the quality of teaching.
- Teachers establish very good relationships with pupils so that in both classes pupils are keen to learn and respond readily to teachers' directions. Phonics is taught well and pupils quickly learn their sounds and are able to apply them to their reading and writing. For example, during the inspection, pupils in Years 1 and 2 demonstrated their good knowledge of phonics when reading to the inspector. In class, other pupils were able to identify sounds at the beginning and ends of words with confidence. Pupils accurately blend sounds to make words.
- Teachers are skilled at using assessment to identify and address gaps in learning. The inspector observed pupils effectively reviewing and editing their writing and there was evidence of this in their books over time.
- Additional adults provide good support for pupils. They work effectively with teachers so that they know what to do in all parts of lessons to promote effective learning.
- Teaching in subjects such as art and modern foreign languages is strong. Pupils develop good skills, for example in sketching, and apply these to develop high-quality work. Pupils learn French throughout the school. The children are very proud of their achievements and pupils in Years 1 and 2 were keen to sing songs they had learned in French to the inspector.
- Reading is taught well. Pupils enjoy reading and were able to read confidently and fluently to the inspector. They were also able to discuss with maturity and clarity the ideas in the texts they were reading and answer comprehension questions. Pupils told the inspector how much they enjoyed both reading and writing.
- The teaching of writing is strong. Teachers provide good opportunities for developing pupils' writing skills in English and other subjects. For example, in history, pupils wrote biographies of inspirational women, balanced arguments for and against evacuation in the Second World War, letters to home and detailed explanations about how people on the home front helped with the war effort.
- Pupils' books clearly show the progress pupils are making in the development of their writing skills over time. The school has developed effective systems to track progress in reading and mathematics but is reviewing its assessment of writing, as it does not provide leaders and staff with the information required to track pupils' progress in writing effectively.
- The teaching of mathematics is good. Teachers ensure that pupils develop their mathematical skills and provide plenty of opportunities for pupils to develop their problem-solving and reasoning skills. Pupils in Year 2 were observed solving addition word problems and pupils in Years 5 and 6 were identifying the sides of a triangle by using reasoning skills. However, at times teachers do not give pupils enough opportunities to apply their mathematical skills and knowledge in other subjects.

- Teachers have good subject knowledge and use this to plan work to meet pupils' different abilities and cater well for the broad range of ages and abilities within each class. They provide additional support through tasks and resources for less-able pupils and those who have SEN and/or disabilities. They also provide challenges for the most able pupils. However, teachers often give insufficient time for the pupils to work things out for themselves before seeking adult support.

Personal development, behaviour and welfare

Good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Pupils are proud of their school. One pupil told the inspector, 'We are like a family,' and another said, 'I love this school.' Pupils were very clear that they like the fact their school is small and that it is 'a very friendly place'.
- Pupils are eager to talk with adults about their learning. They take pride in their work and present their work neatly. Pupils take time to review their work in both classes. They think about how to improve their work, guided by comments from their teachers. This helps them to improve their subsequent work.
- Pupils are confident and enjoy lessons. Pupils have very positive attitudes towards learning. They are responsive and attentive. Pupils' spiritual, moral, social and cultural development is promoted well. The school's values ensure that pupils know right from wrong because leaders and teachers reinforce the values in assemblies and in lessons.
- Pupils are eager to talk with adults about their learning. Pupils told the inspector that it is their collective responsibility to keep the school environment clean and tidy and to help each other. Older pupils said that they enjoy helping the younger children at lunchtime and sit in mixed-aged tables in order to do so. Children know their opinions are listened to.

Behaviour

- The behaviour of pupils is good.
- Pupils behave well in class and around the school. They are polite and respectful to adults and each other. Pupils respond to directions promptly. They are considerate of each other. Pupils are given lots of opportunities to work together in pairs, and do so sensibly, taking turns and listening to each other.
- Pupils enjoy playtimes and play well together. Pupils told the inspector that occasionally pupils 'fall out' but it is always sorted out and they are friends again the next day. The school is an extremely happy place.
- Parents and pupils were unanimous in their view that pupils behave well. Pupils told the inspector that the school keeps them safe. They know who to go to if they have a problem. Pupils stated that bullying is not an issue, but, if it were, they are confident that staff would deal with it swiftly and effectively.
- The headteacher is relentless in working with parents to ensure that pupils attend school regularly. She has implemented a range of successful initiatives, such as certificates for good and improving attendance. The school works with parents where

pupils' attendance is causing concern, meeting with them to discuss reasons for absence. As a result, attendance has improved and is now in line with the national average. However, there remain a small number of pupils whose persistent or unauthorised absence is too high. The headteacher is aware that she needs to continue to work with parents so they understand the consequences of absence on their children's progress.

Outcomes for pupils

Good

- The number of pupils in each year group and at the end of the statutory key stages is too small to draw any conclusions about trends in national test results; it is not meaningful to compare outcomes with national figures.
- Outcomes historically have also been affected by the high rate of pupil mobility. Analysis of school assessment information shows that pupils who completed key stage 2 at the school made good progress given their starting points.
- Work in pupils' books, the school's own assessment information and teaching seen during the inspection show that pupils in Year 6 are making good progress. This is because the teacher sets work which is appropriate to their individual needs.
- The proportions of pupils working at age-related expectations in both classes is high. Pupils across the school are making good progress in reading, writing and mathematics.
- Pupils who have SEN and/or disabilities make good progress. The SEN coordinator carefully plans for these pupils, ensuring that provision is well matched to their individual needs and they are given appropriate support.
- Across the school, disadvantaged pupils make similar progress to their peers. Leaders are able to talk knowledgeably about individual pupils and how they have been supported effectively.
- Reading is a strength of the school. Pupils make good progress in developing reading skills. All the pupils spoken to could talk about authors and books they enjoy. Pupils in Year 1 achieve well in phonics because the teaching of phonics is strong and enables pupils quickly to learn and use their sounds when reading. Key stage 1 pupils are very proud of their reading skills.
- Pupils currently in key stage 1 are making good progress in their reading, writing and mathematics. In mathematics, their work shows that they are developing an appropriate grasp of basic number concepts and are using these extensively to solve a range of problems.
- Pupils' strong achievement in subjects other than English and mathematics is evident in topic books and other books and folders and in displays of pupils' work in classrooms and communal areas in the school.
- Pupils' books show that they build well on their previous learning. Pupils take pride in how their work is presented. Pupils' work is of a high standard. In subjects other than English and mathematics, pupils are encouraged to write across the curriculum and as a result, they achieve good standards in writing. Pupils are not given many opportunities to apply their mathematical skills in other subjects.

Early years provision

Good

- The new early years leader has successfully adapted the environment to meet the needs of the Reception children in the mixed-age class. Children enjoy the activities the teacher plans for them and behave very well. Classroom routines are well established and children learn and play happily alongside, and with, each other and the Year 1 and 2 pupils in the same class. They take turns and share equipment well.
- The teacher ensures that the children have opportunities to engage in activities led by adults and tasks they can choose for themselves. Indoors and outdoors, the well-organised resources are accessible so that children can investigate and explore their own ideas.
- The indoor and outdoor areas provide a range of interesting learning opportunities matched to children's interests, needs and different levels of ability. The teacher plans a range of learning opportunities using stories as a stimulus. The inspector observed children counting and adding beans as they created a beanstalk.
- The children in early years are a very small cohort and, as a result, the teacher and teaching assistant know the children extremely well as individuals and quickly establish children's capabilities through careful assessment and observation. They recognise when children need additional support to develop their learning and put this in place. This ensures that children make good progress from their starting points.
- Children take part in a weekly yoga lesson, which they thoroughly enjoy. The inspector observed children practising the yoga positions as they participated in a story about animals, developing critical skills of balance and flexibility.
- In writing, children's skills develop quickly. Children were observed writing their own names confidently, and moving on to write sentences.
- Phonics is taught effectively and systematically. This has a positive impact on the development of writing and spelling, and prepares children well for learning in Year 1.
- Children are well looked after in the early years; adults establish positive relationships from the moment the children join the school. They ensure that children are safe and that safeguarding arrangements are secure.
- The school works well with parents. The staff use an online communication system, which enables the school to share children's achievements with parents. It also means that parents can upload and share their child's achievements from home. The school has introduced a reading challenge and models phonics for parents so parents can support their children at home.
- The impact of the new early years teacher has been positive. She has introduced some new routines to enable children to choose a learning activity, maintain concentration and develop independence. Leaders have a good grasp of the strengths and areas for improvement of the provision and have an action plan in order to maintain and continue to consolidate improvements.

School details

Unique reference number	124743
Local authority	Suffolk
Inspection number	10041767

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	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	21
Appropriate authority	The governing body
Chair	Joanna Hazlewood
Headteacher	Anne Clarke
Telephone number	01473 328 531
Website	www.stuttonprimary.school
Email address	head@stutton.suffolk.sch.uk
Date of previous inspection	8–9 December 2015

Information about this school

- The school is significantly smaller than the average-sized primary school. There are currently only two classes in the school: Reception and Years 1 and 2; and Years 3, 4, 5 and 6.
- The majority of pupils are White British.
- The proportion of pupils who are known to be eligible for the pupil premium is above the national average.
- The proportion of pupils who have SEN and/or disabilities is the same as the national average; the proportion of pupils who have a statement of SEN or an education, health and care plan is below the national average.

Information about this inspection

- The inspector observed learning in both classes and attended an assembly. Some of the observations were carried out with the headteacher.
- The inspector looked at a wide range of pupils' books throughout the inspection to assess the quality of teaching, learning and assessment over time.
- The inspector held meetings with the headteacher, the SEN coordinator, the early years leader, the administrative and finance officer, the chair and vice-chair of the governing body and three other governors, and the local authority standards and excellence officer.
- The inspector spoke to pupils informally in class and around school at break and lunchtimes to seek their views about the school.
- The inspector met with a group of pupils more formally to discuss many aspects of school life, including examples of their work and their learning.
- The inspector heard some pupils in key stages 1 and 2 read. The inspector talked to pupils about their reading habits and looked at their reading records.
- The inspector scrutinised the school's website and a range of school documents, including assessment information, improvement plans, minutes of the governing body and records about behaviour, safeguarding children and attendance.
- The inspector considered the 20 responses made by parents to the Ofsted online Parent View questionnaire and the school's own surveys of the views of parents and children. The inspector also spoke to some parents before school during the inspection. Additionally, the inspector took account of the nine views expressed by members of staff and the nine responses from pupils to Ofsted's online surveys.

Inspection team

Ashley Best-White, lead inspector

Ofsted Inspector

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