

Wenhaston Primary School

Inspection report

Unique Reference Number	124616
Local Authority	Suffolk
Inspection number	359723
Inspection dates	30 June –1 July 2011
Reporting inspector	Robert Greatrex

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

Type of school	First
School category	Community
Age range of pupils	4–9
Gender of pupils	Mixed
Number of pupils on the school roll	45
Appropriate authority	The governing body
Chair	Robin McLean
Headteacher	Sue Brinkley
Date of previous school inspection	5 February 2008
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Introduction

This inspection was carried out by an additional inspector. The inspector observed five lessons or parts of lessons. The inspector saw the work of four teachers, learning support assistants and a sports coach working with classes, groups and individual pupils. The inspector held meetings with pupils, parents and carers, staff, a senior leader and members of the governing body. The inspector observed the school's work, and looked at external monitoring reports, data about pupils' performance, development planning and safeguarding documentation. The inspection took account of the responses from questionnaires from 25 parents and carers, as well as those from school staff and pupils.

The inspection reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- Are staff using tracking systems effectively to ensure pupils progress as they should?
- Are there any year groups when pupils' progress dips?
- Are the needs of both boys and girls fully met in those year/class groups where their numbers are disproportionate?
- How does the school ensure that all pupils, both those nearby and those further afield, have equal access to all opportunities, including extra-curricular activities and induction arrangements?
- How well has the governing body and leaders planned for the forthcoming expansion?

Information about the school

Wenhaston Primary School is much smaller than most primary schools. Nearly all pupils come from White British families. The proportion of pupils with special educational needs and/or disabilities is above average, although the proportion with a statement of special educational needs is less than average. These pupils have a range of needs including autistic spectrum disorder, hearing impairment and behavioural, emotional and social difficulties. The proportion of pupils who speak English as an additional language is very low. The percentage of pupils known to be eligible for free school means is above average.

Children can join the Reception when they are four years old. The school will expand to include Years 5 and 6 by September 2012. The school has achieved the Silver Artsmark, Silver Eco-Schools, Active and Healthy Schools awards.

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

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

2

The school's capacity for sustained improvement

2

Main findings

Wenhaston Primary is a good school. It is a very popular school, with about half of pupils coming from outside the immediate area. The partnership with parents and carers is very close. Parents and carers are fully engaged as equal partners in the education of their children. Regular 'sharing' sessions are seen as particularly beneficial, enabling parents and carers to work alongside their children and school staff, and gain greater understanding of the curriculum so they are better able to support their children at home. The school listens and responds positively to parents' and carers' concerns, for example about the provision they feel is necessary for the forthcoming expansion. As a consequence, parents and carers are very positive with comments such as, 'I think this is a fantastic school' and 'I can't speak highly enough about the school' are typical of many.

Pupils are very happy because of the outstanding care the school provides. They say, and their parents and carers strongly agree, that they feel very safe at school. They have excellent understanding of how to stay safe, and an equally impressive awareness of the safety of others. Right from their first day at school, staff take the time to get to know their pupils. One parent stated, 'I think Wenhaston Primary is particularly good at looking at each child as an individual.' Equality of opportunity is at the heart of everything the school does. Very thorough monitoring ensures that every pupil makes good progress. Because progress is monitored so closely, the school is quickly aware of any difficulties a pupil encounters with any aspect of reading, writing and mathematics. Appropriate intervention is put in place so that the pupil benefits quickly and the pace of learning picks up again.

Every pupil's skills and interests are encouraged and developed very well. Pupils thrive in the encouraging and supportive ethos, and respond by doing their best. Their contribution to the school community is outstanding and they have a meaningful voice in their school. Pupils from Years 2, 3 and 4 organise various activities, specific to each age group. The healthy eating coordinator helped plan 'Bake Day' when every child prepared and cooked a healthy snack. The safety officers planned, organised and judged 'Brightness Day' to raise awareness of the need for reflective clothing during dark winter months. Village residents guide pupils to grow produce which is then used for school dinners.

Pupils' attendance is high because they enjoy school and the many and varied worthwhile activities the school offers through the outstanding curriculum. 'There is always something worthwhile happening at school' and 'I can see how much my child is benefiting from the broad and imaginative range of learning experiences on offer' typify parents' and carers' responses. Key to pupils' high standards is that they develop as well

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rounded individuals because the curriculum is very broad, with a multitude of activities that both educate and encourage pupils to try new experiences. As when the school was last inspected, physical education is particularly strong and pupils have an excellent understanding of healthy lifestyles. Pupils respond very positively to specialist coaching, from which they learn very good techniques and skills. Take up of these activities is very high. Pupils have very good understanding of their own well-being. Those with particular needs, for example, will often be taught techniques to help them manage themselves well.

Teaching is of good quality because it is managed very effectively. Each year, the headteacher agrees challenging targets for each pupil with each class teacher and then monitors progress towards achieving them. Staff share high morale and strong commitment so they work effectively together. Lessons are organised well and learning managed efficiently. Teachers ask appropriate questions but rarely ask deeper or supplementary questions to extend pupils' thinking. Marking is useful to pupils who are actively engaged in assessing their achievements. This is beneficial and a good recent improvement. Teachers set appropriate targets for pupils, an improvement since the last inspection, but pupils are much less involved in considering for themselves the next steps in learning they need to take.

Outstanding partnerships with other schools benefit pupils in ways that may not be provided otherwise. Through the local 'pyramid' particularly, expertise is shared to develop and extend the curriculum and to ensure reorganisation is smooth. Much worthwhile joint staff training ensures that schools share an increasing level of consistency. This is beneficial in preparing pupils for high school, as are the many opportunities they have to work and play with those from other local schools. Additional staff employed by the group support potentially vulnerable pupils and their families effectively.

Good, prudent management ensures current expansion is carefully planned and budgeted, while remaining tightly focused on the needs of pupils. Each development is carefully planned as the school constantly seeks to improve. Consequently, the school's capacity for further improvement is good.

What does the school need to do to improve further?

- Ensure teachers' questioning challenges pupils to think more deeply and extend their learning.
- Develop pupils' abilities to use their self-assessments to generate the next steps in their learning, so they have greater awareness of themselves as learners.

Outcomes for individuals and groups of pupils**2**

By the end of Year 4, pupils reach standards above those expected for their age in reading, writing and mathematics. Reading standards are particularly high because learning support assistants hear pupils read regularly and the school successfully meets its aim to instil a love of books in pupils. Pupils enter Year 1 with standards slightly

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above average. Over time, all groups make good progress throughout the school. Current progress is accelerating further due to recent improvements in curriculum and teaching. Speaking and listening standards have improved since the last inspection because staff provide many varied opportunities for pupils and encourage them to talk. For example, opportunities through drama based 'in the woods' are beneficial. Very specific support, carefully planned to meet each individual's needs, ensures those who are struggling with learning and those working at higher levels all do well. Mixed-aged classes largely overcome the potential shortcomings of year groups that are predominantly of one gender. When this is not the case, monitoring ensures the minority group do equally as well as the majority. French, art and music are particular strengths, because of the good quality specialist teaching.

Good opportunities, for example to plan and run games for the Christmas Fair, contribute to the development of pupils' good basic skills. 'Enterprise' activities, both in school and through the partnership schools, effectively encourage pupils' application of decision-making and problem-solving skills. Pupils' good personal skills ensure that they generally cooperate well with each other. In assembly, for example, they are generous in their praise for one another's achievements. Pupils' behaviour is generally good and occasional instances of misbehaviour are handled quickly and effectively by staff.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account: Pupils' attainment ¹	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
The extent to which pupils feel safe	1
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	1
The extent to which pupils contribute to the school and wider community	1
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account: Pupils' attendance ¹	2

¹ 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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The extent of pupils' spiritual, moral, social and cultural development	2
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How effective is the provision?

Teaching is good so that pupils make consistently good progress in every age group, an improvement since the last inspection. Learning support assistants are very effective, particularly in supporting pupils with special educational needs and/or disabilities. Other strengths include the thorough planning of lessons so that pupils are engaged and learning is purposeful. Learning is supported by a relatively high number of staff and good resources appropriate to the task. Pupils try hard and no time is wasted because relationships between staff and pupils are very positive. The range and quality of three-dimensional art is impressive. Pupils consequently learn good skills and apply them independently, for example to produce an excellent response to a high quality homework research project.

'Challenge' is central to the curriculum: staff are always seeking to give pupils new opportunities to apply their knowledge and test themselves, for example through the residential visit activities. Visits and visitors, such as a mountaineer, enhance and enrich learning in every unit of work. Pupils' clear recollections demonstrate the effectiveness of this provision. Very good take-up of extra-curricular activities demonstrates their popularity and during most years all pupils will participate in at least one club. When necessary, the school ensures funding is provided to enable pupils from relatively outlying communities to have full access. As at the time of the last inspection, links between subjects are good. This is particularly beneficial in enabling pupils to practise prior learning in one subject through new learning in another.

Transition into school and between year groups is carefully planned and closely monitored, ensuring that pupils' progress and development is consistent. Every pupil's needs are met, for example by attendance at a particular after-school activity.

These are the grades for the quality of provision

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

How effective are leadership and management?

The headteacher, staff and governing body drive improvement well. The areas identified by the last inspection have been resolved. Governors have an accurate picture of the school's strengths because they support in many practical ways. For example, a governor with particular expertise supports the provision for pupils with special

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educational needs and/or disabilities. This advice and guidance is very useful and much appreciated by the school. The school thinks ahead and is very proactive in its use of resources. For example, provision is already in place for Years 5 and 6, including specific expertise to ensure the level of challenge is maintained and identified subjects, such as information and communication technology, extended.

Partnerships exist with local, national and international schools although currently these are of limited benefit to pupils' understanding, particularly of life in multicultural Britain. Safeguarding is good, with systems that are thorough and comprehensive. Staff and governors are trained appropriately and all adults are checked to ensure they are suitable to work with pupils. Risk assessments are thorough. Money is spent wisely, for example a very good number of staff support pupils' learning well and ensure the school is effective.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	1
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	1
The effectiveness of partnerships in promoting learning and well-being	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	1
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Children who join the Reception class come from a wide range of pre-school experiences and about one in ten have not attended any setting. Consequently, children's levels cover a wide range but are broadly a little below those expected for their age. Relative strengths include knowledge and understanding of the world and physical and creative development. They settle quickly because staff take the time to get to know them well, particularly their backgrounds and interests from which they plan engaging tasks. A child interested in dinosaurs, for example, immediately feels at home when arriving for the first time and finding a task centred on these creatures. Consequently, children begin to

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develop the sense, as described by one parent, that 'school really is their second home'. Good leadership and management ensure that children make good progress because activities are carefully planned to arouse curiosity and be interesting and engaging. Equipment is used effectively, for example the large book that gives children opportunities to record their voices and extend their speaking and listening skills. This, too, is an improvement since the last inspection. Learning journeys record each pupil's progress and ensure a good range and balance of activities. Staff form a very effective team, with complementary skills so that all children's needs are fully met. Children have good access to the outdoors and a similar range of worthwhile activities.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

More than half the parents and carers responded to the questionnaire. Parents and carers are positive, their views summed up best by one parent who stated, 'You couldn't wish for better people to leave your children with.' One parent raised a concern regarding the supervision of the outdoor provision for Early Years Foundation Stage children. The inspector saw no evidence of this but it was raised in discussion with the school. Parents and carers would also like to receive their children's targets more regularly and the school is taking this on board.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Wenhaston 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 inspector received 25 completed questionnaires by the end of the on-site inspection. In total, there are 45 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	21	84	4	16	0	0	0	0
The school keeps my child safe	22	88	3	12	0	0	0	0
The school informs me about my child's progress	21	84	4	16	0	0	0	0
My child is making enough progress at this school	20	80	5	20	0	0	0	0
The teaching is good at this school	21	84	3	12	0	0	0	0
The school helps me to support my child's learning	20	80	5	20	0	0	0	0
The school helps my child to have a healthy lifestyle	21	84	4	16	0	0	0	0
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)	20	80	4	16	0	0	0	0
The school meets my child's particular needs	19	76	6	24	0	0	0	0
The school deals effectively with unacceptable behaviour	19	76	5	20	1	4	0	0
The school takes account of my suggestions and concerns	20	80	5	20	0	0	0	0
The school is led and managed effectively	20	80	4	16	1	4	0	0
Overall, I am happy with my child's experience at this school	21	84	4	16	0	0	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	46	48	6	0
Primary schools	6	47	40	7
Secondary schools	12	39	38	11
Sixth forms	13	42	41	3
Special schools	28	49	19	4
Pupil referral units	14	45	31	10
All schools	10	46	37	7

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 are for the period 1 September 2010 to 31 December 2010 and 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.

Percentages are rounded and do not always add exactly to 100.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

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



4 July 2011

Dear Pupils

Inspection of Wenhaston Primary School, Halesworth IP19 9EP

Thank you for the friendly welcome you gave me when I inspected your school, and for sharing your thoughts and ideas. Thanks also to those of you who completed the questionnaire for me. You were very positive about your school. All of you feel your headteacher and senior staff do a good job, and that all adults in your school care about you and are interested in your views. All of you also said that you feel safe and your school helps you to be healthy. I agree with you that Wenhaston Primary is a good school. In particular, I found that:

- staff care for you exceptionally well
- you have excellent attitudes to learning and thoroughly enjoy the many activities and challenges you are given
- you play your part wonderfully well in the life of your school and your villages
- you understand how to stay safe and how to enjoy a healthy lifestyle
- the staff and your parents and carers work closely together to see you get a very good education.

I have asked your school to make two improvements.

When talking to you in lessons, for staff to ask you extra questions so that you are challenged to think more and reason better.

For staff to ask you to think more often about the next steps in your learning, so that you have a better idea about what you should concentrate on in your next lesson.

You can help too, by continuing to do your best in everything you do. I hope you enjoy the many exciting activities your staff have planned for you during the remainder of term. I wish you good luck in the future.

Yours sincerely

Robert Greatrex

Lead inspector

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