

Inspection of Nacton Church of England Primary School

The Street, Nacton, Ipswich, Suffolk IP10 0EU

Inspection dates: 1–2 October 2019

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Good
Early years provision	Good
Overall effectiveness at previous inspection	Not previously inspected

What is it like to attend this school?

Pupils at this school are exceptionally happy and well cared for. They are enthusiastic about everything they do in school. At playtimes, they have access to a wide range of apparatus, sports activities and construction equipment. No one is ever left to be on their own or upset as they look after each other, with the very youngest joining in play with the older pupils. Behaviour both in class and at play is excellent and bullying extremely rare. Staff have very positive relationships with the pupils in their care. Every adult knows every pupil.

The range of activities beyond the main curriculum is wide. The school is a central part of the community and pupils gain from this; for example, all pupils regularly visit the local farm. They understand the natural cycle from seed to harvest and learn about the use of technology in modern farming. Back in school, lunchtime has a family feel; pupils enjoy eating healthy lunches, with vegetables sourced from the farm wherever possible.

Pupils are given a broad and balanced curriculum. They are taught well and achieve well. They enjoy their lessons and successfully build on what they know and remember over time. They are keen readers. Sometimes teachers could challenge the pupils more.

What does the school do well and what does it need to do better?

The attitudes of the pupils towards learning are excellent. They demonstrate extremely high standards of behaviour. Teachers share clear expectations of what good behaviour should look like and disruptive behaviour is extremely rare. Those who need help to manage their behaviour are very well supported and staff use their close knowledge of the pupils to enable all to succeed.

Personal development of the pupils is prioritised. The work beyond the main curriculum goes above and beyond what would be normal for a school of this size. There is a wide range of extra-curricular clubs on offer daily. Disadvantaged pupils make strong use of these clubs. Leaders have established close links with other small schools, holding regular days where pupils meet up in larger groups, to both provide experiences beyond the normal curriculum and give the older pupils the chance to build social links ahead of moving to secondary school.

The pupils are taught a balance of subjects, based on the national curriculum. Teachers use their own knowledge of effective teaching to carefully plan the steps to learning. They present subject material clearly. As a result, pupils' attainment at all stages is good. There are times when teachers could challenge pupils more by developing learning opportunities as they arise.

Subject leaders are developing their curriculum planning, making it clear to teachers exactly what vocabulary, knowledge and skills should be learned in each stage of the school. They do not yet check that what leaders intend pupils to learn is actually the

case.

Most pupils are confident readers. They are taught phonics (letters and the sounds they represent) well and use this to read books that match their abilities. An older pupil described reading as 'addictive'. Writing is also taught to a good standard, with texts chosen carefully to inspire pupils. However, there are too many pupils with poor letter formation. Teachers are aware of this and have introduced games and exercises to improve handwriting. There has not been enough emphasis in the past on correct letter formation right from the start of phonics teaching.

Pupils with special educational needs and/or disabilities have their needs met appropriately at this school. Planning for additional support is focused on the individual. Careful transition arrangements on entry into the school build confidence and help pupils succeed from the very start.

The school is led well by the headteacher. Staff feel well supported in terms of workload and developing their own practice. The school benefits from being part of the multi-academy trust, accessing training and opportunities to work with colleagues in other schools.

Safeguarding

The arrangements for safeguarding are effective.

Staff are well trained in safeguarding practice. They receive regular updates from the headteacher on half-termly themes.

Pupils are safe. All parents who responded to the online survey, Parent View, reported that their children felt safe at school. The pupils know how to keep themselves safe, both out and about and online.

Governors make sure that all appropriate checks are made on adults in the school. They are aware of the local risks to pupils and ensure that leaders make staff aware of these.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The curriculum is broad and balanced and based on the national curriculum. Pupils have a good understanding of what they have learned. Subject leaders need to make sure that what pupils have learnt is what was intended. The current curriculum planning on identifying the key vocabulary and learning points at each stage will support this.
- Some pupils have poor letter formation when writing. Teachers are aware of this and are currently prioritising the development of fine motor skills through games and exercises. There needs to be a greater emphasis on correct letter formation

through the first few years of the school to stop bad habits forming.

- Sometimes teachers could adapt teaching to further develop understanding or challenge pupils within what is being taught. Leaders need to ensure that teachers know how to make greater use of some learning opportunities.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use Ofsted Parent View information when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you're not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

In the report, 'disadvantaged pupils' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	142994
Local authority	Suffolk
Inspection number	10110345
Type of school	Primary
School category	Academy converter
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	97
Appropriate authority	Board of trustees
Chair of trust	Tom Brooke
Headteacher	Georgina Ryan
Website	www.nacton.suffolk.sch.uk
Date of previous inspection	Not previously inspected

Information about this school

- Nacton Church of England Primary School opened as an academy in 2016, replacing the predecessor school that had the same name.
- The school is part of the St Edmundsbury and Ipswich Diocesan Multi-Academy Trust.
- The school is much smaller than the average primary school. It has four classes: one for Reception, with the three others of mixed ages, Year 1/2, Year 3/4 and Year 5/6.

Information about this inspection

We carried out this inspection under section 8 of the Education Act 2005. We deemed the inspection a section 5 inspection under the same Act.

- As part of this inspection, inspectors met with the headteacher, subject leaders, the special educational needs coordinator and the multi-academy trust head of school improvement. They also met with groups of teachers and pupils. They met with members of the governing body.
- Reading, writing, art and design, and science were considered in depth as part of this inspection. Inspectors spoke to subject leaders, visited lessons, undertook

work scrutinies, and met with teachers and pupils to understand the quality of education.

- To inspect the school's safeguarding arrangements, inspectors spoke to the designated safeguarding lead, members of staff, parents, governing body members and pupils. They checked the single central record and a sample of safeguarding records.
- Inspectors observed playtimes and lunchtime.

Inspection team

Tessa Holledge, lead inspector

Her Majesty's Inspector

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Ofsted Inspector

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