

# Inspection of St Mary's Church of England Primary School, Hadleigh

Stonehouse Road, Hadleigh, Ipswich, Suffolk IP7 5BH

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Inspection dates: 11–12 February 2020

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Early years provision	<b>Outstanding</b>
Previous inspection grade	Good

## **What is it like to attend this school?**

Pupils at St Mary's are happy and enjoy going to school. The school is a friendly, welcoming place. The motto, 'Love one another. As I have loved you, so you must love one another', is a value that underpins all aspects of life at St Mary's.

Pupils show the school's values well and make excellent contributions to the running of the school. There are many examples of their contributions into the local community. Some pupils support families through the recent introduction of a food bank and a book box or through their visits to the local care home.

Pupils are proud of their school. They have a well-developed sense of right and wrong. Pupils are supportive of each other and show kindness and respect. They behave well around school and in lessons. Pupils say that bullying does not occur. If any problems do arise, adults are around to help and will sort issues out quickly. Adults provide strong pastoral support and care.

Parents and carers are overwhelmingly positive. They agree that their children have a very good and caring start to their education. Parents appreciate the warm welcome leaders provide when pupils start at different times of the school year.

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

Leadership is strong. Leaders have a strong moral purpose for all pupils to succeed. They lead with care and kindness. Leaders receive strong support from the local governing body and the trust. Everyone is dedicated to providing the best quality of education.

Leaders have worked hard to build a curriculum that pupils enjoy and where they can achieve well. Subjects are well organised, so pupils know exactly what they are learning and how lessons fit together.

In most subjects, leaders expect pupils to contribute their ideas to what and how they would like to learn. For example, in science, the pupils said they wanted more practical opportunities to deepen their understanding. Leaders changed their plans and now more practical learning is included. In 2018, leaders altered the way mathematics was taught. Through the introduction of a specific mathematics programme, more pupils understand mathematics more easily and achieve more. For a few pupils who enjoy mathematics and want to learn even more, there is still more to do to provide them with suitably demanding activities.

The teaching of reading is of high quality. Adults make sure that children in Reception learn their letters and sounds quickly. Adults provide children with a wide range of reading books, so they can practise their reading skills. Older pupils now have more exciting books in the library which they enjoy reading.

Children in the early years get off to a very good start. Children are highly motivated and try hard with their learning activities. Adults have planned the curriculum well, so young children can learn and achieve, whatever their starting point. Children have many opportunities to develop their interests and enjoy learning in the classroom and outside. Children play kindly with each other, share equipment and cooperate very well. There are positive relationships with adults, who help children develop their language and speaking skills effectively.

Leaders want pupils with special educational needs and/or disabilities (SEND) to do well. Staff provide extra support for those pupils with SEND, and for pupils who are disadvantaged. However, leaders know that, at times, what pupils are being asked to learn is not matched well enough to what pupils with SEND know and can do, especially in mathematics.

There are many opportunities for pupils to develop broader life skills. Leaders provide well for pupils' social development. Many pupils take part in sporting competitions, where they enjoy working together and being part of a team. Pupils' achievements in music and other activities are celebrated.

Attendance at school is showing signs of improvement but remains below the national average. The number of pupils who attend school regularly could still be better. Adults support families to help them improve attendance and have strong procedures in place to deal with frequent absences.

Governors are a strength of the school. They have an excellent understanding of what is working well and what could be improved. They are rigorous in holding the school to account for pupils' educational achievements and for leaders' use of finances. They are very considerate of staff workload.

## **Safeguarding**

The arrangements for safeguarding are effective.

Staff are provided with appropriate training on a regular basis. They are clear about the effective safeguarding systems that are in place. Staff keep records of concerns meticulously. Leaders are swift to respond to concerns that need reporting to external agencies.

The school has excellent links with external support agencies. They provide suitable support and work effectively with families when required.

Pupils say they feel safe at school and know there is always an adult available to talk to if they have any concerns. Pupils are taught to keep themselves safe when using the internet.

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

### (Information for the school and appropriate authority)

- Some pupils are not provided with learning opportunities in mathematics that are matched well enough to what they know and can do. This is the case for those who could achieve more, and for pupils with SEND. Leaders should ensure that the mathematics curriculum is planned, delivered and adapted appropriately and consistently.
- Adults do not apply leaders' expectations for presenting work as well as they should. Pupils' presentation in books in some subjects is untidy and not in line with the school's expectations. Teachers need to have high and consistent expectations of what pupils can achieve across all subjects.

## 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 are the school and you are 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

<b>Unique reference number</b>	142597
<b>Local authority</b>	Suffolk
<b>Inspection number</b>	10114749
<b>Type of school</b>	Primary
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	3 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	205
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Jane Sheat
<b>Headteacher</b>	Andrew Frolish
<b>Website</b>	<a href="http://www.stmaryshad.co.uk/">www.stmaryshad.co.uk/</a>
<b>Date of previous inspection</b>	27 November 2018, under section 8 of the Education Act 2005

## Information about this school

- This is smaller than the average-sized primary school.
- St Mary's Church of England Primary School converted to an academy school on 1 February 2016. When its predecessor school, St Mary's Church of England Primary School, was last inspected by Ofsted, it was judged to be good overall.
- The school is part of the St Edmundsbury and Ipswich Diocesan Multi-academy Trust (the trust). The trust has 19 primary schools. There is also a local governing body.
- The proportion of pupils with an education, health and care plan (EHC plan) is above the national average. The proportion of pupils with SEND is above national average.
- The school has high levels of mobility and large numbers start at different points of the academic year.

## Information about this inspection

We carried out this inspection under section 5 of the Education Act 2005.

- We did deep dives in reading, maths, science and PSHE. We spoke with leaders and curriculum leaders. We visited lessons, looked at pupils' work and spoke with pupils. We met with teachers and other staff from the lessons we visited.
- We met with the Head of School Improvement from the trust and members of the local governing body.
- We considered the views of parents through discussions and 89 responses to Ofsted's online survey, Parent View. We considered staff views from the 11 responses to their survey. There were no responses to the pupil survey.
- To inspect the effectiveness of safeguarding, we reviewed the school's policies and procedures for keeping children safe. We checked leaders' records of staff recruitment. We evaluated training records and the school's own system for recording any concerns. We spoke with staff, governors and pupils.

### **Inspection team**

David Milligan, lead inspector

Ofsted Inspector

Angela Savill

Ofsted Inspector

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