

Inspection of Chelmondiston Church of England Primary School

Woodlands, Chelmondiston, Ipswich, Suffolk, IP9 1DT

Inspection dates: 14–15 September 2021

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Not previously inspected under section 5 of the Education Act 2005

What is it like to attend this school?

Children love coming to school. They feel happy, safe and free from bullying. Behaviour is good because they follow the three rules of respecting others, being ready to learn and following instructions. In assemblies, they pray and sing together, and celebrate the achievement of others.

In this small school, pupils are known well. During the disruption caused by the COVID-19 (coronavirus) pandemic, leaders checked that all pupils, including those known to be vulnerable, could engage in learning and remained safe.

New children settle quickly into Reception class. They learn about taking turns, making friends and looking after one another. Daily reading and mathematics lessons ensure that they are suitably prepared for the next stage.

Reading has a high profile. Older pupils are expected to read daily in school and at home. New resources in mathematics and science have improved the curriculum. Pupils enjoy art, science and physical education. Boys and girls have the same opportunities in the curriculum and in enrichment activities.

Parents recognise the improvements which the new headteacher has made. They value extra opportunities such as after-school clubs, swimming and forest schools. Parents of pupils with special educational needs and/or disabilities (SEND) praise the care and support provided for them.

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

Leaders have focused on developing an ambitious curriculum that aligns with their overall vision and provides pupils with a broad range of knowledge and experiences. Leaders show a clear understanding of the curriculum they want pupils to follow, and the next steps they need to take to ensure that it becomes firmly established. Developments have slowed due to disruption caused by the pandemic. However, improvements are now under way. Leaders have assessed where pupils have fallen behind and are taking action to help them catch up.

In the early years, children are provided with a safe, stimulating learning environment. They quickly learn how to blend sounds into words and sentences. During child-initiated play, staff work alongside children to reinforce early reading skills. Some inconsistencies have developed in the teaching of early reading. To improve this, leaders plan to increase the time spent teaching phonics and provide staff with additional training. In later key stages, regular reading in class and at home ensures that pupils become confident, fluent readers.

New resources and recent training in teaching mathematics and science have given staff greater confidence and understanding in planning lessons. Learning is organised so that pupils build on what they already know and can do and gives them opportunities to practise their skills and deepen understanding further. In the

wider curriculum, pupils focus on 'big ideas' where they are effectively taught to develop a range of writing skills and produce good-quality work.

Effective procedures are in place to support pupils with SEND. An experienced coordinator oversees the identification of pupils' needs and the actions needed to support them. Teachers are expected to modify the curriculum to enable pupils to learn effectively. Pupils' personal targets are shared with parents and are reviewed each term to ensure that pupils can engage fully in learning.

Curriculum planning is in place to enable staff to teach personal, social and health education (PSHE). This includes teaching pupils about relationships. Teachers have not yet incorporated some new resources into their existing plans for this year. They are still at an early stage of developing the order in which they will teach some of the content in PSHE. Leaders recognise that more needs to be done to ensure that pupils develop a full understanding of the subject.

Pupils attend school regularly. Their good behaviour is underpinned by the school's values of equality, courage, caring for others, resilience and respect. Pupils are pleasant, polite and well-mannered. Expectations of them are high. No incidents of poor behaviour were noted during the inspection. Leaders' records show that very few incidents of poor behaviour or bullying occur.

Pupils' personal development, including their spiritual, moral, social and cultural education, is good. Regular opportunities to learn outdoors and off-site enables them to work together, consider the views of others and enjoy learning. Pupils talked enthusiastically about the range of after-school clubs they have taken part in. Pastoral staff respond promptly when vulnerable pupils need help in school, or when parents raise a concern.

The governing body and trustees work collectively to oversee the school's development. They show a clear understanding of its strengths, and the priorities for improvement. The headteacher values the recent monitoring of the curriculum by the trust, which continues to broker further support. The trust plans to review of the use of funding to support disadvantaged pupils this term.

Safeguarding

The arrangements for safeguarding are effective.

A team of designated leaders oversees the school's safeguarding procedures. Leaders and governors are trained in the safe recruitment of staff. A suitable record is maintained of the checks made when appointing adults to work with children. Staff are aware of their responsibilities and are trained to spot pupils causing concern. They know what to do to secure early help when pupils are at risk of harm. Robust procedures are in place to follow up safeguarding concerns. Access to the school site is managed effectively. Pupils are taught about the risks they may face and how to keep safe when working online.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- A few inconsistencies remain in how early reading is taught. Leaders plan to increase the time allocated to teaching phonics and to provide staff with additional training in using new resources this term. Leaders should ensure that these new arrangements become firmly established throughout the early years and key stage 1.
- The quality of the curriculum in PSHE is underdeveloped. More needs to be done to ensure that pupils develop a full understanding of the subject. Leaders should ensure that newly introduced resources for teaching PSHE become firmly established this year.

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 information from Ofsted Parent View 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

Unique reference number	144625
Local authority	Suffolk
Inspection number	10200553
Type of school	Primary
School category	Academy sponsor-led
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	111
Appropriate authority	Board of trustees
Chair of trust	Thomas Brooke
Headteacher	Lesley Etchingham
Website	www.chelmondiston.suffolk.sch.uk
Date of previous inspection	Not previously inspected

Information about this school

- The school is smaller than average.
- The school became an academy on 1 July 2017. When its predecessor school, Chelmondiston Church of England Voluntary Controlled Primary School, was last inspected by Ofsted it was judged to be good.
- A new headteacher was appointed in September 2020.
- At its last Statutory Inspection of Anglican and Methodist Schools (SIAMS) inspection in March 2019, the school was judged to be good.
- The majority of pupils are White British, very few are from minority ethnic backgrounds.
- The proportion of pupils with SEND, including those with an education, health and care plan, is below average.
- The proportion of pupils eligible for the pupil premium is below average.
- The school does not make use of any alternative, off-site provision.

Information about this inspection

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

- Inspectors met with the headteacher and senior teacher, a range of middle leaders, teachers and teaching assistants, a newly qualified teacher, two members of the governing body and a representative of the multi-academy trust.
- Inspectors carried out deep dives into early reading, mathematics, science and PSHE. This included discussions with subject leaders, visits to lessons, meetings with staff and pupils, and scrutinising pupils' work.
- Inspectors scrutinised the school's single central record and met with the designated leader for safeguarding.
- The inspector considered 26 responses to Ofsted's pupil survey, 10 responses to Ofsted's staff survey, and 21 responses and free-texts to Ofsted's questionnaire for parents.

Inspection team

John Mitcheson, lead inspector

Her Majesty's Inspector

Nick Rudman

Ofsted Inspector

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