

Inspection of a good school: Fressingfield Church of England Primary School

School Lane, Stradbroke Road, Fressingfield, Eye, Suffolk IP21 5RU

Inspection dates:

1 July 2022

Outcome

Fressingfield Church of England Primary School continues to be a good school.

What is it like to attend this school?

Pupils are proud of their school and are enthusiastic about learning. Pupils feel safe and say that bullying is extremely rare. If it happens, pupils say that they can speak to a teacher and it will stop.

Pupils behave well and listen carefully. They work collaboratively together and are respectful to visitors. They love to talk about the many things they like about their school.

Pupils have access to a wide range of activities at play time. They can read, play sports, care for the guinea pigs and do gardening. Pupils have a number of clubs that they can take part in to further enrich their learning.

Pupils feel valued. They know that leaders listen to their ideas. They have many opportunities to lead. This includes, for example, becoming a school librarian, helping younger children to read, or being on the school council.

Pupils are highly respectful. They show tolerance and compassion towards others, for example, the anti-bullying ambassadors led a whole-school assembly to raise awareness of autism spectrum disorder.

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

Leaders have constructed an ambitious curriculum. They have identified the knowledge they want pupils to learn, and this includes built-in flexibility to adapt the curriculum as classes change year on year with different combinations of year groups. This ensures that most pupils build knowledge well over time as they move through each year group.

Teachers teach the curriculum well. They have secure subject knowledge and use this to present information clearly. In class, teachers accurately identify misconceptions and provide pupils with the support they need so that they understand. However, while this is

the case, teachers do not routinely double check pupils' understanding of prior learning and pupils make mistakes when they apply their learning to their written work.

Leaders ensure that reading has a high priority across the school from nursery to Year 6. A well planned and delivered reading curriculum ensures that all teachers adopt a consistent approach to the teaching of reading. The books that pupils read are accurately matched to their ability. This helps pupils to learn sounds quickly and begin to read fluently. For a small minority of pupils, the teaching of reading is not always precise enough. Leaders' checking has enabled them to identify this and plans are in place to address this. Leaders have effective systems for monitoring how well pupils are learning to read. This means that if a pupil is falling behind with their reading appropriate action is taken to help them to catch up. As a result, those pupils who struggle are supported well to develop into confident, fluent readers.

Children in the early years are enthusiastic about their learning and have a rich, well-considered curriculum and learning environment. Teachers provide a wide variety of activities to enable children to build their language skills quickly. Nursery children learn and play happily alongside children in Reception. Creative learning experiences, alongside a broad and balanced curriculum, mean the children in early years are well prepared to access the Year 1 curriculum.

Pupils with special educational needs and/or disabilities (SEND) are accurately identified with carefully considered plans that accurately meet their needs. This enables pupils with SEND to access the full curriculum alongside their peers. Leaders make sure that adults are confident to deliver extra sessions that are needed by providing bespoke training to staff. Leaders' regular checks ensure that pupils get the support they need. As a result of leaders' actions, some pupils with SEND no longer need so much support. Pupils with SEND learn well over time.

Leaders plan and promote pupils' personal, social, and health education and personal development well. Leaders make sure that pupils learn to consider their own well-being. This includes how to look after their mental health. They also learn how to nurture healthy relationships. This knowledge is developed in an age-appropriate way. There is a caring ethos across the school. Pupils look out for each other and are keen to offer help to anyone that needs support. This ethos, alongside a broad, balanced curriculum, helps pupils to be respectful, tolerant and resilient citizens who are well equipped for their next stage in education.

Governors, trustees and school leaders have a shared understanding of what the school needs to do to improve. Governors and trustees carry out their statutory duties appropriately. Robust monitoring by the trust ensures that there are secure systems in place to hold leaders to account, in particular for the quality of education. This means that action taken by leaders is ensuring that pupils achieve well over time.

Safeguarding

The arrangements for safeguarding are effective.

Staff understand their responsibility to safeguard pupils. This includes having robust checks in place to ensure that all adults are safe to work with children.

Regular training helps adults to understand and identify the risks pupils face. This helps staff to be vigilant about looking out for signs of harm. Adults know how to report a concern. Leaders take prompt action in response to any concerns raised, including involving other agencies where needed.

The curriculum ensures that pupils learn how to stay safe online, as well as what steps to take if they have a concern.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- While teachers address mistakes made by pupils in lessons, this is not always remembered and applied by pupils in their written work. Continual revisiting of new concepts and rechecking that pupils have understood previous learning will ensure that pupils do not repeat the same mistakes in their written work.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called a section 8 inspection of a good or outstanding school, because it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on a section 8 inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the section 8 inspection as a section 5 inspection immediately.

This is the first section 8 inspection since we judged the predecessor school, Fressingfield Church of England Voluntary Controlled Primary School, to be good in June 2016.

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	145696
Local authority	Suffolk
Inspection number	10238298
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	128
Appropriate authority	Board of trustees
Chair of trust	James Hargrave
Headteacher	Mark Taylor
Website	www.fressingfield.suffolk.sch.uk
Date of previous inspection	Not previously inspected

Information about this school

- Fressingfield Church of England Primary School converted to an academy in April 2018 and became part of the All Saints Schools Trust.
- The school runs a breakfast and after-school club.
- The school does not make use of an alternative provision.

Information about this inspection

- Inspectors held meetings with the headteacher, the head of school, and the special educational needs coordinator.
- The lead inspector met with members of the governing body, and the trust. The lead inspector also looked at governing body minutes and governing body monitoring, as well as examples of the trust's monitoring.
- Inspectors did deep dives in the following subjects: reading, mathematics and physical education. They met with subject leaders and visited lessons. They reviewed pupils' work in these subjects, as well as speaking with teachers and pupils.

- Inspectors heard pupils reading to a familiar adult, visited the playground, observed lunchtime routines and behaviour, and spoke with pupil groups to learn about pupils' behaviour and personal development and pupils' views about their school experience.
- Safeguarding arrangements were scrutinised. This included meeting with the designated safeguarding lead and scrutinising the single central record and other safeguarding documentation.
- The 47 responses to Ofsted's online survey, Ofsted Parent View, and 47 free-text comments were considered by the inspectors.

Inspection team

Sharon Waldron, lead inspector

Her Majesty's Inspector

Adam Cooke

Her Majesty's Inspector

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