

# Inspection of Steeple Bumpstead Primary School

Bower Hall Drive, Steeple Bumpstead, Haverhill, Suffolk CB9 7ED

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Inspection dates: 5 and 6 July 2022

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

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

In their daily lives, pupils follow Steeple Bumpstead Primary School's core values. They are kind and respectful. Pupils show these values in the positive interactions and care that they have for each other, and to those pupils that are new to the school.

There is a positive learning culture embedded in the school, including in early years. Pupils have a love of learning and are motivated to do well. This includes those pupils with special educational needs and/or disabilities (SEND). They enjoy reading and talk about the books they read.

Pupils behave well in lessons and during break times. When pupils do fall out with each other, they trust adults to sort it out. Bullying very rarely happens. Pupils know where to go if they have a problem or worry.

Pupils talk with excitement about trips and visits and how these link to their learning. For example, Year 2 pupils talked about a recent trip to Walton-on-the-Naze and how it helped them deepen their understanding in geography. Year 6 talked about how they developed teamwork skills on a residential trip. Pupils engage enthusiastically with the clubs and activities offered.

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

Leaders have reviewed and improved the curriculum. All pupils throughout the school, including those with SEND, access the same ambitious curriculum. Leaders have set out what pupils will learn, and when they will learn it, in a way that helps them to build on what they know and remember it well. Curriculum thinking in some subjects is new, while the curriculum in other subjects is more established. Where this work is more recent, leaders identify that further work is required to review the content of the curriculum.

Leaders support teachers to deliver the curriculum well. This has been through the use of resources, sharing good practice and teachers' professional development. Teachers check pupils' understanding carefully. Leaders have planned the use of subject-specific vocabulary. Teachers model the vocabulary in lessons, and pupils then practise using it.

Leaders ensure that the needs of pupils with SEND are accurately identified, and pupils are supported effectively to learn with their peers. Leaders share learning strategies with teachers and are well trained to make adaptations where necessary, to help pupils to access the curriculum. This ensures that pupils with SEND are able to achieve well.

The reading curriculum is a strength of the school. Children start to learn to read in early years. Staff use expert knowledge to ensure that children learn to read quickly. Most pupils, including those with SEND, read fluently and accurately. Where pupils

are slower to learn to read, they are supported to keep up and, where needed, catch up quickly. Pupils enjoy reading. They talk about the different types of books they read in class and at home. The books develop pupils' wider understanding of different cultures. Books across the school are well matched to phonics knowledge and reading ages.

Learning behaviours within the school are established well in early years. The routines that underpin these behaviours are established throughout the school. Pupils behave well because they understand why it is important. They moderate their own behaviour, particularly when they get excited about their learning. Pupils show high levels of respect for others. They help each other with their learning. The pandemic has had an impact on attendance at the school. Leaders have monitored this and have worked with families to successfully get pupils into school.

Pupils learn about healthy living and relationships in an age-appropriate way through the personal, social, health and economic (PSHE) curriculum. They learn about different faiths and cultures and understand difference. Pupils learn about safety within their local rural context, for example cycling proficiency. They also learn how to stay safe online and talk about how visitors have helped them to understand the risks.

Children in early years are given a secure start to their education. Leaders have a curriculum in place which builds children's knowledge and skills using a wide variety of activities. This includes learning beyond the classroom, for example in their forest school. Children are supported in their transition to key stage 1 and are well prepared for the Year 1 curriculum.

Leaders are responsive to staff's workload and well-being. Staff and governors are proud to work in the school and are positive about the changes that have been made.

## **Safeguarding**

The arrangements for safeguarding are effective.

There is a strong culture around safeguarding in the school. Staff know pupils well. Staff receive regular training and updates and are aware of local issues that pose a potential safeguarding risk. Governors and leaders have been trained to follow safer recruitment procedures. Records relating to safeguarding are well maintained.

Pupils feel safe in school. Through the curriculum, external visitors and assemblies, pupils learn how to stay safe. They know how to raise concerns with adults in school.

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

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

- The curriculum is at different stages of development across the school. In some subject areas, the curriculum is in the early stages of implementation. Leaders need to ensure that the curriculum thinking in these areas is embedded to develop and refine what pupils are taught. Leaders need to review the content of the new curriculum plans and make the necessary changes to support all pupils, including those with SEND. This will ensure that pupils make the best possible progress in these curriculum areas.

## 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

<b>Unique reference number</b>	145725
<b>Local authority</b>	Essex
<b>Inspection number</b>	10238313
<b>Type of school</b>	Primary
<b>School category</b>	Academy sponsor-led
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	173
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Christine Quinn
<b>Headteacher</b>	Mary Nicholls
<b>Website</b>	<a href="http://www.steepleprimary.co.uk">www.steepleprimary.co.uk</a>
<b>Date of previous inspection</b>	Not previously inspected

## Information about this school

- Steeple Bumpstead Primary School is much smaller than the average primary school.
- Leaders do not use alternative provision.

## Information about this inspection

The inspector(s) carried out this inspection under section 5 of the Education Act 2005.

- This was the first inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with school leaders have taken that into account in their evaluation.
- Inspectors carried out deep dives in the following subjects: design and technology, mathematics, history and reading. This included visiting lessons, looking at pupils' work, talking to curriculum leaders, looking at curriculum documents and talking to pupils and staff. Inspectors also visited early years. Curriculum information on the school's website and samples of pupils' work from other subjects were also considered.

- Inspectors examined the school's single central record. They also reviewed safeguarding arrangements in the school.
- Inspectors observed pupils' behaviour in lessons and also around the school.
- Meetings were held during the inspection with the headteacher, special educational needs coordinator, designated safeguarding leader, PSHE leader, governors and trust representatives.
- Responses to Ofsted's surveys were also considered. There were 52 responses to Ofsted's parent survey, Parent View, and 49 Ofsted's free-text parent comments. There were 19 responses to the staff survey and no responses to the pupil survey.

### **Inspection team**

Wayne Jarvis, lead inspector

Her Majesty's Inspector

Damian Loneragan

Her Majesty's Inspector

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