

# Inspection of Stutton Church of England Primary School

Holbrook Road, Stutton, Holbrook Road, Ipswich IP9 2RY

---

Inspection dates: 2 and 3 November 2022

## **Overall effectiveness**

## **Requires improvement**

---

The quality of education

**Requires improvement**

Behaviour and attitudes

**Good**

Personal development

**Good**

Leadership and management

**Requires improvement**

Early years provision

**Requires improvement**

Previous inspection grade

Not previously inspected under section 5 of the Education Act 2005

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

Pupils are proud to be part of Stutton Primary School. They are well cared for through the nurture and support they receive. Pupils feel safe and are happy. They embrace the school's Christian values to become a 'Stutton Star'. These are at the heart of all pupils do. As one pupil said, 'We feel that we are part of a family.'

Pupils respond to leaders' high expectations that they should try their best. However, they have gaps in their knowledge and do not always achieve as well as they should. There is more work to do to make sure that subjects are well planned and taught.

Pupils behave well. They understand and follow the school routines. Pupils get on well together, regardless of age. Bullying rarely occurs. Pupils know that staff will act quickly to deal with any unkindness.

Pupils benefit from many leadership opportunities. As school councillors, they willingly share their ideas to improve the school. Pupils build their resilience and confidence through participation in adventurous activities while on residential trips. They understand what it means to be compassionate and kind to others.

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

Since joining the school, the headteacher has quickly identified how the curriculum needs to improve. Curriculum plans are being adapted to meet the changes in class arrangements. However, in some subjects, such as history, plans contain too much information. They do not set out clearly the important things to be taught that will build upon pupils' prior knowledge. Not all teachers are able to use these plans well to ensure pupils learn effectively over time. This leads to gaps in pupils' knowledge in some subjects.

While positive changes are being made, leaders have not fully evaluated the impact of their curriculum. Some plans are in the early stages of being put in place. Not all subject leaders have had time to check how their plans are working. In some subjects, leaders do not know what pupils have remembered and learned over time.

During lessons, teachers assess pupils' understanding of what has been taught. Teachers ask questions to correct misconceptions and address errors. They use this information to make changes to future lessons.

Leaders understand the importance of learning to read. Reading is taught well. From the start of Reception, children learn initial sounds to help them read simple words. Staff skilfully help pupils to sound out new words. Teachers are quick to spot those pupils who need extra help, and ensure that pupils receive support if they are struggling to remember their phonics. Older pupils work with the 'reading advocate' to get to know new and different books. This helps to widen their range of reading

choices. Teachers regularly read to pupils, helping to bring stories alive and inspire pupils to read more.

Pupils with special educational needs and/or disabilities (SEND) receive extra help when they need it. Teachers make effective use of pupils' personal plans to adapt their teaching. This means that pupils with SEND can access the same learning as their classmates.

Leaders ensure that children get off to a good start in Reception. Positive relationships with staff mean that children settle quickly and become confident learners. However, in some areas of learning the key knowledge children need to grasp is not clearly identified. Children are not always supported to access some of the prepared activities. This means they are not developing the understanding needed to be well prepared for their next stages of education.

Pupils are keen to learn. They are generally attentive in class and have positive attitudes. Pupils are considerate of each other's needs. Older pupils act as good role models, for example by being table monitors at lunchtimes.

Pupils enjoy opportunities to work with local organisations. These help pupils to understand the importance of being part of a community. Clubs and activities promote pupils' interests, such as choir or learning to play the guitar. Pupils learn about different faiths and cultures from around the world. However, the curriculum does not include similarly ambitious opportunities for pupils to learn about diversity and different cultures in modern Britain.

The trust has supported the school well through a period of growth. Through this time, they have ensured staff have received training to develop their roles. Staff welcome the consideration shown for their well-being. There is a strong team ethic among all staff.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders place a high priority upon keeping pupils safe. Comprehensive and regular training is provided for all staff. Staff understand how to be alert to any concerns and pass these on in a timely manner. Leaders' safeguarding records are well maintained and detailed. Leaders ensure that concerns are progressed appropriately, and vulnerable pupils receive the help that they need.

Pupils are taught to keep themselves safe. They learn about healthy relationships. Pupils know about possible dangers when they are online. They are clear about reporting any concerns to adults to ensure that they do not come to any harm.

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

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

- The school's curriculum is not coherently planned in all subjects. This includes leaders' plans for the early years. Leaders have not ensured that key knowledge is precisely identified so that it builds upon pupils' prior learning. Pupils have gaps in their knowledge. Leaders must ensure that curriculum plans in every subject include all the essential knowledge that pupils require to be well prepared for their next stage of education.
- Some plans are in their early stages of implementation. Leaders at different levels have not yet had time to fully evaluate the impact of the planned curriculum. This means that leaders are not sure how well pupils remember important knowledge over time. Leaders should ensure that they check and evaluate the effectiveness of the whole curriculum to assure themselves that pupils remember the things they need to know.
- Pupils do not have a full range of opportunities to fully develop their cultural knowledge and understanding of modern Britain. This means that pupils' preparation for life in modern Britain is not as strong as it could be. Leaders should ensure that they enact their plans to promote pupils' personal development more effectively.

## 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.

## 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>	145979
<b>Local authority</b>	Suffolk
<b>Inspection number</b>	10241333
<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>	74
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Professor John West-Burnham
<b>Headteacher</b>	Crystelle Edwards
<b>Website</b>	<a href="http://www.stuttonprimary.co.uk">www.stuttonprimary.co.uk</a>
<b>Date of previous inspection</b>	Not previously inspected

## Information about this school

- Stutton Church of England Primary School became an academy in June 2018. It joined the Asset Education multi-academy trust. When its predecessor school, of the same name, was last inspected by Ofsted, it was judged to be good overall.
- The current headteacher was appointed in April 2022.
- As a school designated as having a religious character, it is inspected under section 48 of the Education Act 2005. The last section 48 inspection of the school was in September 2011. The timescales for reinspection have been extended because of COVID-19.
- The school does not make use of any alternative providers.

## Information about this inspection

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

- Inspectors discussed any continued impact of the pandemic with leaders and have taken that into account in their evaluation of the school.

- Inspectors carried out deep dives in these subjects: early reading, mathematics, science and history. In these subjects, the inspectors met with curriculum leaders, visited lessons, looked at pupils' work, discussed curriculum plans and talked with staff and pupils about the way the subjects were planned and taught. Inspectors also considered some other subjects in less detail.
- Inspectors held meetings with the headteacher, curriculum leaders and the special educational needs coordinator. The lead inspector had discussions with the chief executive officer from the trust and with three governors, including the chair of governors.
- Inspectors met with leaders to discuss the school's safeguarding procedures and the single central record and scrutinised documents related to safeguarding.
- Inspectors checked a range of documentation, including school improvement plans, self-evaluation documents, governor minutes of meetings and school records for behaviour and attendance.
- Inspectors spoke to parents informally on the playground at the end of the school day.
- Inspectors considered 35 responses to Ofsted's online questionnaire, Parent View, including 35 free-text comments. Inspectors also reviewed the nine responses to Ofsted's online survey for staff and the 39 responses to the pupils' online survey.

### **Inspection team**

Steve Mellors, lead inspector

His Majesty's Inspector

Mike Wade

Ofsted Inspector

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2022