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30 March 2023

Amanda Woolmer  
Executive Headteacher  
Hartest Church of England Primary School  
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Hartest  
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Dear Amanda Woolmer

### **Special measures monitoring inspection of Hartest Church of England Primary School**

This letter sets out the findings from the monitoring inspection of your school that took place on 28 and 29 March 2023, on behalf of His Majesty's Chief Inspector of Education, Children's Services and Skills. The monitoring inspection was carried out under section 8(2) of the Education Act 2005 and was the second monitoring inspection since the school was judged to require special measures following the graded (section 5) inspection that took place in September 2021.

During the inspection, I discussed with you and other senior leaders, the CEO of the multi-academy trust, other staff, trustees and governors the actions that have been taken to improve the school since the most recent graded inspection. We discussed the ongoing impact of the COVID-19 pandemic. I also carried out visits to lessons, meetings with other staff, work and other documentation scrutiny. I have considered all this in coming to my judgement.

**Hartest Church of England Primary School remains inadequate and requires special measures. Leaders have made progress to improve the school, but more work is necessary for the category of concern to be removed.**

**I am of the opinion that the school may appoint early career teachers.**

## **The progress made towards the removal of special measures**

A new head of school and a new special educational needs coordinator have been in post since September 2022.

You continue to take appropriate steps to improve the quality of education. In most areas of the curriculum, leaders have now clearly defined the knowledge pupils will learn. This knowledge is linked more precisely to what pupils have learned before. This helps pupils to grasp ideas better. In mathematics, for example, most pupils apply their knowledge to solve more complex problems. You and the trust have continued to provide training to strengthen teachers' subject knowledge. As a result, most teachers ensure pupils regularly practise previously learned knowledge. This helps pupils to remember knowledge better. Most teachers now break learning down into smaller stages so that pupils understand knowledge thoroughly. Teachers check pupils' learning regularly. They identify misconceptions and mistakes pupils make. They receive support so that they learn better. In some areas of the curriculum, knowledge is less clearly defined. You have plans to swiftly address this so that pupils learn well across the curriculum.

Children and younger pupils continue to learn to read well. Pupils enjoy reading. You have informed parents of how they can support their child to read at home. Pupils have much practise of reading at school and at home. As a result, children quickly become fluent readers. You regularly check how well pupils read. You provide precise support for those who fall behind with their reading. This helps pupils to catch up.

Since the last monitoring visit, you and the trust have provided training so that teachers understand better how to adapt the curriculum for pupils with special educational needs and/or disabilities (SEND). Staff now identify pupils' needs more accurately. You and leaders review how well teachers help pupils with SEND to better follow the curriculum. Some of the guidance leaders provide for teachers is still not precise enough to help some pupils in receipt of an education, health and care plan learn as well as they should. As a result, their learning slows.

Most pupils behave well in lessons and around the school. The majority of pupils demonstrate positive attitudes. They interact well and support each other in lessons. They play fairly at break and lunchtime. Pupils are ready to learn and participate enthusiastically in lessons. A small minority of pupils, at times, demonstrate less positive behaviours and attitudes to others. When this happens, some teachers do not swiftly manage these behaviours, and their behaviour disrupts learning. You are currently refining the school's behaviour policy. You acknowledge the need for more clearly defined consequences for negative behaviours. Staff must receive training to apply these more consistently.

You continue to strengthen provision to enrich pupils' wider development. Pupils appreciate a broad range of clubs and extra-curricular activities. Pupils play chess and other board games. Pupils hone their performing skills with help from the local theatre. Pupils have many opportunities to develop their sporting prowess. Participation is high,

especially among pupils with SEND and those in receipt of pupil premium. This ensures that pupils develop important additional skills. The 'Skeko' council allows pupils to share their views about the school. You have adopted their suggestions to make the school more environmentally friendly.

The early years curriculum now provides a firm foundation for future learning. Teachers present knowledge very clearly and provide opportunities for children to practise what they have learned. As a result, pupils gain new language quickly and make sense of the world around them. Children behave well and develop respectful attitudes because of their teachers' high expectations.

Safeguarding continues to be effective. Staff report concerns promptly, and you respond swiftly. You continue to work with a range of outside agencies to ensure that pupils at risk of harm and abuse receive the support they need. Pupils are safe.

Since the last monitoring visit, the trust has continued to provide appropriate support, and this has led to improvements, particularly for the curriculum and early years. Leaders, governors and trustees regularly check on how well provision is improving. At times, there is a need to evaluate the impact of actions more rigorously, especially around behaviour. This will ensure an even more robust evaluation of school life. Teachers appreciate how you have supported them to implement the curriculum. They find their workload reasonable. The parents I spoke to during my visit were positive about how the school provides for their children. There is sufficient capacity within the school and the trust for you to continue to improve further.

I am copying this letter to the chair of the governing body and the CEO of the St Edmundsbury and Ipswich Diocesan Multi-Academy Trust, the director of education for the Diocese of St Edmundsbury and Ipswich, the Department for Education's regional director and the director of children's services for Suffolk. This letter will be published on the Ofsted reports website.

Yours sincerely

Adam Cooke  
**His Majesty's Inspector**