

# Inspection of a good school: Glemsford Primary Academy

Lion Road, Glemsford, Sudbury, Suffolk CO10 7RF

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Inspection dates: 19 to 20 April 2023

## Outcome

Glemsford Primary Academy continues to be a good school.

## What is it like to attend this school?

Pupils at Glemsford are confident, feel safe and enjoy an environment that enables them to succeed. One pupil said, 'I really don't want to leave – I'm so happy.' During lessons and at social times, pupils talk openly and respectfully to staff and visitors. They are courteous and polite. This behaviour provides a welcoming environment in which the pupils can flourish.

The behaviour of pupils is excellent. In lessons, pupils follow staff instructions immediately, enabling them to learn effectively. Pupils know what is expected of them. They know the classroom routines and they follow them. Because pupils feel safe, they can be confident learners. Younger children show curiosity and are equally keen to learn. Staff treat children with warmth and encourage them to do their best. During social times, pupils are kind to one another and are guided by pupil play leaders. Pupils have good manners.

Pupils and staff are clear that bullying is rare. The community does not tolerate bullying. When it happens, pupils know that they can talk to an adult and that their concerns will be taken seriously.

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

Staff are clear that they want pupils to achieve well and to develop a love of learning. The curriculum and teaching at Glemsford succeed in both these aims. From Nursery, children are introduced to a systematic phonics programme that is delivered by well-trained staff. This enables children to access the curriculum effectively. If pupils struggle with reading, they are well supported to catch up. The school's outcomes indicate that most pupils become fluent readers. Pupils' reading and vocabulary are a priority for teachers. These strong foundations enable pupils to succeed in their subjects.

The curriculum across the school is well planned and promotes links between subjects. This enables pupils to revisit knowledge regularly. The use of 'knowledge notes' in pupils'

books provides pupils with an opportunity to prepare for their learning. Pupils are assessed accurately by staff who ensure that any gaps in their understanding are addressed quickly. There are clear and planned curriculum links between subjects, and these support pupils' knowledge as they move through the school. Outcomes at key stage 1 and key stage 2 are above the national average. The needs of those pupils with special educational needs and/disabilities are well met. In addition to the adaptations made to learning resources and increased adult support, leaders have a very clear understanding of the needs of individual pupils.

Pupils' behaviour is excellent both in lessons and at social times. In lessons, pupils understand and meet the high expectations of teachers. Pupils describe lessons as being calm. As a result, they can learn effectively. Pupils demonstrate confidence in asking and answering challenging questions. Bullying and poor behaviour are rare in the school. Pupils are kind and report bullying where this happens. Rates of suspension and exclusion are very low. Pupils know what is acceptable and what is not because they understand the impact of unkindness on others. However, some parents and carers do not feel that behaviour is well managed by leaders.

There is a wide variety of extracurricular activities available to pupils, and most pupils participate in at least one activity. Vulnerable pupils are actively encouraged to be involved in after-school clubs. The school monitors uptake of these activities to improve the variety of clubs available.

The school is well led and managed. Leaders and staff at the school provide a calm and purposeful working environment in which pupils are happy and achieve well.

## **Safeguarding**

The arrangements for safeguarding are effective.

Pupils enjoy a safe environment. They are happy and confident to come to school. Pupils know that if they are worried, they can share their concerns with a trusted adult. Issues are addressed quickly. Staff and pupils know how to report worries, and there are clear systems for this. School leaders work effectively with local services where significant concerns have been identified. Governors understand the importance of safeguarding but do not yet hold the school to account effectively for this aspect of their work. They have not assured themselves that systems are working as they should be. Addressing this issue will further enhance the quality of safeguarding provision.

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

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

- Governors do not yet check safeguarding practices with sufficient diligence. Consequently, they are unable to hold leaders to account effectively. Governors should review their systems for checking leaders' work to satisfy themselves that the school is keeping children safe and meeting its statutory obligations.

- The school has not engaged stakeholders effectively, and families know too little about the school's work. As a result, too few parents would currently recommend the school. The school needs to work more closely with stakeholders to build strong support among the local community.

## 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 an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the first ungraded inspection since we inspected the school to be good in December 2017.

## 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>	141406
<b>Local authority</b>	Suffolk
<b>Inspection number</b>	10268658
<b>Type of school</b>	Primary
<b>School category</b>	Academy sponsor-led
<b>Age range of pupils</b>	2 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	249
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Christine Quinn
<b>Headteacher</b>	Mr Nick George
<b>Website</b>	<a href="http://www.glemsfordprimaryacademy.co.uk">www.glemsfordprimaryacademy.co.uk</a>
<b>Date of previous inspection</b>	6 and 7 December 2017, under section 5 of the Education Act 2005

## Information about this school

- The school is a member of Unity Schools Partnership.
- The school does not currently use alternative provision.

## Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with leaders and has taken that into account in the evaluation of the school.
- The inspector met with the headteacher and other staff. The inspector also met representatives from the local governing board and academy trust.
- The inspector carried out deep dives in early reading, mathematics and history. For each deep dive, the inspector met with subject leaders, looked at curriculum planning, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- To evaluate the effectiveness of safeguarding, the inspector spoke with staff and pupils. The inspector met with the designated safeguarding lead to review their knowledge,

records and actions. The inspector also looked at safeguarding records and actions and reviewed information about the safer recruitment of staff.

- The inspector met with pupils from different year groups to talk about their learning and experiences at school.
- The inspector reviewed a wide range of documents provided by the school. These included the school improvement plan, curriculum documentation and school policies.
- There were 67 responses to Ofsted's online questionnaire, Ofsted Parent View, and 49 free-text comments from parents.

### **Inspection team**

Jonathan Rockey, lead inspector

His Majesty's Inspector

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