

Inspection of Waldringfield Primary School

Cliff Road, Waldringfield, Woodbridge, Suffolk IP12 4QL

Inspection dates: 13 and 14 June 2023

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Early years provision

Good

Previous inspection grade

Good

What is it like to attend this school?

Pupils at Waldringfield Primary are happy and proud of their school. This is a small school where everyone knows each other. Pupils like playing in mixed-age groups. Older pupils take responsibility as house captains to organise play activities for younger ones at lunchtimes. Pupils are kind to each other. While they recognise that differences exist, they appreciate others and themselves for who they are.

Pupils are interested in, and focused on, their learning. They want to do well. Pupils have opportunities to listen to stories and learn to read. Many develop and sustain a love of reading. However, the quality of education pupils receive is uneven and not yet consistently of a good quality. Pupils do not develop a secure understanding of important knowledge and skills in some subjects.

Pupils feel safe. They know the difference between bullying and falling out between friends. Bullying rarely happens. Pupils are clear that adults sort out problems quickly.

Pupils enjoy a range of trips linked to their curriculum that help them to learn more about their topics. They also enjoy the residential trip and representing their school when competing in sporting tournaments. Pupils can attend extra-curricular clubs, such as gardening and multi-skills sports.

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

Leaders have constructed an ambitious curriculum. Leaders' work to improve the quality of education is not complete in some subjects. They do not always guide teachers clearly enough so that learning is delivered in the way leaders intend. Teachers sometimes deviate from the curriculum plans or are not clear about the order in which the content should be taught. As a result, what is taught does not consistently help pupils connect new learning with what they have learned previously. At times, teachers do not choose, or adapt, the most suitable activities for pupils to grasp key facts and concepts.

Leaders elect to have subjects overseen by teams of teachers across the two schools in the federation. They do this to encourage cross-school working and ease teachers' workload. This approach is bringing about some improvements but some subject leaders do not do this as well as others. For example, they do not routinely check what teachers teach and how. Mistakes are then made, which show in discussions with pupils and reviewing their work. Pupils lack confidence in discussing and showing knowledge and skills they should know.

Reading has been prioritised by leaders. A new phonics programme and carefully chosen texts across the school contribute towards developing pupils' reading skills. Adults teach phonics accurately and clearly. Pupils read books matched to the sounds they know. Skilled adults support pupils who find reading tricky. Many pupils

become fluent readers. They talk with confidence about their favourite books. Pupils enjoy choosing books from their classroom or the school library.

Children in the early years follow a well-considered curriculum that develops their curiosity and interest in the world around them. Leaders place a strong focus on developing children's language and communication. Adults intervene skilfully to help children extend their learning and their play. Teachers ensure that learning opportunities in the Reception class are carefully planned for each individual child. Staff work closely with parents so that children in the early years make a positive start to school.

Leaders use effective systems to identify and assess the needs of pupils with SEND. The support for pupils with SEND helps them to thrive, and those who need extra support with their social and emotional needs receive well-tailored guidance. The 'thrive room' provides some pupils with a calm, focused space where they can complete schoolwork and practise their social skills.

Leaders have high expectations for pupils' behaviour. Pupils respond admirably. They behave well and are supportive of one another. Pupils show their good understanding of the 'six Rs', such as being respectful and responsible, through their interactions. As a result, classrooms are positive environments where pupils can get on with their learning.

Leaders promote pupils' personal development well. Pupils know what makes for a healthy relationship and understand and respect difference. They feel valued because they have a voice which contributes to changes being made at the school. For example, they chose playtime equipment they would like. Pupils foster positive relationships with each other and adults. This makes for a happy, respectful school community.

Leaders are ambitious for pupils. They know what is needed to continue to improve the quality of education further. Governors carry out their duties well. They systematically check the effectiveness of leaders' actions. Leaders and governors consider carefully the impact of changes they make on staff well-being.

Safeguarding

The arrangements for safeguarding are effective.

Staff are vigilant and know how to identify the signs of potential abuse. Efficient systems are in place for reporting safeguarding concerns. Staff use these effectively. Leaders act promptly to follow up concerns and work with other agencies to help ensure that pupils get the support they need.

The processes for recruitment and pre-employment checks are robust. Governors are diligent in checking that the school's safeguarding procedures are effective.

Pupils are very well cared for at this school. They learn how to keep themselves safe, including when online. Pupils know that adults will help them if they are worried.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Teachers sometimes deviate from leaders' curriculum plans in ways that are unhelpful, or are unsure of the sequence of what knowledge and content to teach and when. Pupils then get confused and struggle to learn and remember the knowledge leaders want them to know. Leaders should make their expectations clear about what they expect teachers to teach and why, so that pupils build knowledge securely over time.
- In a small number of subjects, leaders lack the experience and training to fulfil the role as well as others. As a result, they are slower to uncover and resolve issues that hinder the effectiveness of the taught curriculum. Leaders should ensure that all subject leaders have the training and support necessary to oversee the subjects they lead confidently and highly 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

Unique reference number	124615
Local authority	Suffolk
Inspection number	10268737
Type of school	Primary
School category	Community
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	97
Appropriate authority	The governing body
Chair of governing body	Patrick Spencer
Headteacher	Sarah Wood
Website	www.waldringfield.suffolk.sch.uk
Date of previous inspection	11 January 2018, under section 8 of the Education Act 2005

Information about this school

- The school federated with Hollesley Primary School in September 2021. The two schools share a governing body, headteacher and other members of staff.
- The school has its own breakfast and after-school clubs.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors met with the executive headteacher, other senior leaders, teachers and support staff.
- The lead inspector met with six members of the governing body, including its chair.
- The lead inspector met with a representative of Suffolk local authority.

- Inspectors carried out deep dives in these subjects: early reading, mathematics, art and design, and physical education. In each deep dive, inspectors spoke with leaders and teachers, looked at curriculum documentation, visited lessons, spoke with pupils and looked at examples of pupils' work. Inspectors also spoke with leaders and looked at pupils' work in a small number of other subjects. The lead inspector also listened to a sample of pupils read to a familiar adult.
- To check the effectiveness of safeguarding, inspectors checked the single central record of pre-appointment checks, looked at safeguarding policies and records, spoke with staff, pupils and governors, and spoke with a representative from Suffolk local authority.
- Inspectors held discussions with several groups of pupils. Inspectors also observed pupils at breaktimes and lunchtimes and around the school.
- Inspectors considered the views expressed in the responses to Ofsted Parent View, Ofsted's online survey, and in Ofsted's school staff survey. Inspectors took into account comments emailed to Ofsted and evidence from the school's parent and staff surveys.

Inspection team

Ashley Best-White, lead inspector	Ofsted Inspector
Becky Quinn	Ofsted Inspector

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