

Inspection of Coldfair Green Community Primary School

Judith Avenue, Knodishall, Saxmundham, Suffolk IP17 1UY

Inspection dates: 20 and 21 June 2023

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

What is it like to attend this school?

Pupils embody the high expectations of leaders that they are 'ready, responsible and safe'. They say that the school is like a family and that they look after each other. Therefore, they feel safe and happy at school.

Pupils say that there is no bullying in school. They are confident to talk to a trusted adult if they have any concerns. They know that adults will resolve any niggles that arise.

Across the school, pupils behave attentively in lessons. They are keenly aware of how to improve their learning in the core subjects. Pupils are kind and helpful to each other at play times. They are respectful to adults.

Pupils feel listened to. They can present ideas for the books that they would like to read at school. School councillors report to governors to help improve the school. The council also met recently in a trust wide pupil parliament and established some environmental pledges for all trust schools to commit to next year.

Pupils lead assemblies for younger children on internet safety and special achievements. They can become house captains, digital leaders, sports leaders and eco warriors. The school council started charity work to support a school in Zambia this year. Pupils worked with the children in Zambia to compare their lifestyles.

As a result of these experiences at school, pupils are well prepared for their future lives to be happy and active citizens.

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

Leaders have high ambitions for pupils embedded within their curriculum. Leaders expect pupils to build an understanding of 'community and the wider world, aspiration and resilience'.

Leaders develop these ambitions immediately when children join the school in Reception. Children learn to read through songs, games and rhymes. They are respectful to each other and adults as they play and learn. These strong foundations in learning in early years mean that most pupils achieve well at the end of their time at the school.

Reading is an absolute priority for leaders. They want pupils to quickly learn that reading for pleasure is 'magical'. Therefore, leaders train staff to be experts in teaching phonics. Phonics sessions are fun and interactive and enable pupils to learn and remember the sounds they need to know. Staff continually check pupils' progress to make sure that any pupils who are not keeping up with the phonics programme receive the right help to catch up.

Teachers ensure that parents are well supported to help their children read at home. They make sure that pupils take home reading books that match their reading ability. This means pupils can practise at home to become fluent and confident readers. Teachers also provide parents with regular updates about their child's learning.

Leaders look for ways to improve the curriculum regularly. They have underpinned the curriculum with an approach where all pupils are encouraged to talk about big ideas and think in ways which are critical, caring, creative and collaborative. This is evident within lessons and in pupils' behaviour towards each other and adults.

Leaders ensure that pupils with special educational needs and/or disabilities (SEND) are quickly identified. This means that leaders can swiftly make sure any adaptations to learning are in place. Leaders also collaborate effectively with external agencies to secure additional support when needed. As a result, pupils with SEND access the full curriculum.

In most curriculum areas, leaders have embedded a robust approach to assessment within the curriculum. This enables teachers to accurately assess and respond to any gaps in pupils' knowledge. In a few subjects, pupils' progress is not yet accurately identified. That means that lesson activities may not build on and consolidate pupils' prior knowledge. Leaders are currently working to develop the system of assessment in these subjects.

Leaders' actions have had a significant impact on raising the attendance of pupils. Despite this, a small number of pupils who are disadvantaged and/or who have SEND do not attend school as regularly as they should. Some of these pupils miss key learning. As a result, they do not achieve as well as their peers.

To help pupils prepare for life in modern Britain, leaders make sure they understand faiths and beliefs that may be different from pupils' own beliefs. Pupils learn about respect and tolerance. They develop a strong sense of democracy through electing their house captains. Pupils' strong moral purpose is clear in the way in which they behave so kindly to each other. Activities, such as working with the Suffolk Wildlife Trust to create new protected habitat areas, enable pupils to develop a strong sense of community.

Safeguarding

The arrangements for safeguarding are effective.

Leaders have ensured that all staff are very well trained to be vigilant to any signs of harm. They respond expediently to any concerns raised. Leaders also liaise in a timely and effective way with external agencies as needed.

Leaders conduct appropriate vetting checks on new staff to ensure they are suitable to work with children.

Pupils are very knowledgeable about the ways in which to keep safe. This is because they receive in-depth tuition from their teachers.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In a few subjects, staff do not always identify the gaps in pupils' knowledge and address them. As a result, pupils are not always able to make solid links and build on their prior learning. Therefore, they do not gain the full range of knowledge they need in these few subjects. Leaders must ensure that teachers use robust approaches to assessment in all subjects.
- A small number of pupils do not attend school as often as they should. This includes pupils with SEND and disadvantaged pupils. These pupils do not achieve as well as their peers. Leaders must ensure that this small number of pupils and their families receive the appropriate support to promote their high attendance.

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	146875
Local authority	Suffolk
Inspection number	10268139
Type of school	Primary
School category	Academy converter
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	141
Appropriate authority	Board of trustees
Chair of trust	Drew Whitehead
Headteacher/Principal/Teacher in charge	Clare Williams
Website	www.coldfairgreenprimaryschool.co.uk
Date of previous inspection	Not previously inspected

Information about this school

- The school joined the Evolution Academy Trust, a multi-academy trust, in April 2019.
- Leaders do not currently use any alternative provision.
- Leaders oversee staff providing childcare for pupils who attend the school, including a breakfast club and after-school club.

Information about this inspection

The inspector(s) 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. The inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.

- The inspectors held meetings with leaders, including the headteacher, special educational needs coordinator, chief executive officer of the trust and members of the local governing body.
- The inspectors carried out deep dives in the following subjects: early reading, mathematics, art and design, design technology and history. For each deep dive, the inspectors met with subject leaders, looked at curriculum plans, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work. The lead inspector also listened to a sample of pupils read to a familiar adult.
- The inspectors reviewed the arrangements for safeguarding by scrutinising safeguarding records and policies, meeting separately with leaders and governors, and holding separate discussions with staff and pupils.
- The inspectors observed pupils' behaviour in lessons and outside during social times.
- The inspectors viewed a range of the school's documentation provided at the start of the inspection, including the school improvement plan and minutes from meetings of the local governing body and board of trustees.
- The inspectors took account of the views expressed via surveys, including Ofsted Parent View.

Inspection team

Rowena Simmons, lead inspector

Ofsted Inspector

Carol Dallas

Ofsted Inspector

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