

Inspection of Hintlesham and Chattisham Church of England Primary School

George Street, Hintlesham, Ipswich, Suffolk IP8 3NH

Inspection dates: 21 and 22 November 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	Outstanding

The headteacher of this school is Deborah Jackson. This school is part of St Edmundsbury and Ipswich Diocesan Multi Academy Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Jane Sheat, and overseen by a board of trustees, chaired by Tom Brooke.

Ofsted has not previously inspected Hintlesham and Chattisham Church of England Primary School as an academy under section 5 of the Education Act 2005 as, until November 2020, the school was exempted by law from routine inspection, so there has been a longer gap than usual between inspections. Judgements in this report are based on the current inspection framework and also reflect changes that may have happened at any point since the last graded inspection of the predecessor school.

What is it like to attend this school?

Pupils are happy at, and enjoy attending, this school. They are polite and welcoming, both to visitors and to new pupils. They are well behaved. They have lots of fun, enjoying making up their own games in the playground and exploring the 'wild woods' area. Their learning is enhanced with themed sessions, for example about technology in the environment. Pupils across the school talk warmly of the 'buddy' pairs that they have, with older pupils supporting younger ones at events and when walking to the church.

The school has high expectations of what pupils can achieve. Pupils work hard and most achieve in line with expectations for their age.

Pupils learn a lot about the environment and are passionate about this, writing letters to their MP about traffic concerns outside the school. They learn about road safety and keeping themselves safe online. They feel safe in school and know adults they can talk to if they are worried or upset.

Pupils learn about a wide range of cultures and countries through the different books and topics they study. They know about key historical events in other countries, for example the civil rights movement in the USA.

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

The school's curriculum is well designed to meet the interests and needs of pupils. It aims to broaden their horizons, with a high emphasis on understanding diversity in modern Britain and beyond. Pupils talk confidently about different important people from history from around the world.

Pupils benefit from clear explanations and demonstration of what they are learning about in lessons. Pupils are confident using equipment in subjects such as mathematics to help visualise problems. Teachers choose to use quizzes at the start of sessions to check on previous learning. These help pupils retain key knowledge and vocabulary. Pupils develop a wide vocabulary of different technical words linked to each subject.

Reading is at the heart of what the school does. There are many high-quality books for pupils to choose from, both at the early stages of reading and for more fluent readers. Pupils talk enthusiastically about the different books they have read. The way that phonics is taught means that pupils learn the precise sounds they need to know next.

Pupils achieve in line with pupils nationally at the end of key stage 2 tests and assessments. However, the school has correctly identified that pupils' writing skills are not quite as well developed as those in reading and mathematics. Some pupils have not learned strong letter formation and/or a comprehensive understanding of punctuation and grammar. This hinders fluent writing. A greater emphasis on

teaching the skills of writing is in place, but it is too early to see if it is making a difference.

Pupils with special educational needs and/or disabilities (SEND) have their needs identified quickly and accurately when they join the school. They have careful adaptations made to class work and, as a result, make strong progress. This is also the case for higher-attaining pupils.

Adults and pupils have a positive working relationship. The school expects pupils to work hard, and they do. Pupils are given lots of responsibilities, such as being on the faith council. They learn about democracy and respect for others through their curriculum and assemblies.

Children in the early years get off to a good start. Their teachers are very aware of individual children's next steps. The school is working to build children's confidence, particularly in writing, through activities such as 'drawing club', where children draw and write captions independently. Children have opportunities to practise skills such as reading, fine motor control, and counting throughout their play, inside and outside.

The school is well led and staff feel part of a close team. They are clear that their opinions are considered when there is a need for change. The school works closely with the multi-academy trust and staff value the professional development opportunities that they can access. Pupils also enjoy taking part in activities as part of the larger trust, for example taking part in a studio session to record a trust song.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Not as many pupils are at the expected standard for their age in writing as in reading and mathematics. This is because those pupils have not yet developed strong letter formation and/or punctuation and grammar skills. This means that they do not write as fluently as they could, which impedes the quality of their writing both in English and across the curriculum. The school should further improve the quality of writing teaching so that the quality of pupils' writing improves in turn.

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' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	145539
Local authority	Suffolk
Inspection number	10255026
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	76
Appropriate authority	Board of trustees
Chair of trust	Tom Brooke
CEO of the trust	Jane Sheat
Headteacher	Deborah Jackson
Website	www.hintleshamchattishamschool.com
Date of previous inspection	Not previously inspected

Information about this school

- The school opened as an academy in March 2018. The predecessor school was last inspected by Ofsted in January 2009 and judged outstanding.
- The school uses one unregistered alternative provider to enhance the education of a very small number of pupils.
- The school has its own breakfast and after-school clubs.
- The school's last inspection of its religious character, under section 48 of the Education Act 2005, was in July 2019. The next inspection is due in 2026-27.

Information about this inspection

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

- Inspections are a point-in-time judgement about the quality of a school's education provision.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors met with the headteacher and school leaders. They met with subject leaders and teachers. They met with members of the local governing body and the head of school improvement. They spoke with the chief executive officer.
- Inspectors carried out deep dives in these subjects: reading, mathematics, computing and geography. For each subject, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, looked at pupils' work and spoke with teachers and pupils.
- Inspectors visited a range of other subject lessons, looked at a wide range of curriculum plans and scrutinised pupils' writing.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors considered the 34 responses to Ofsted's online survey, Ofsted Parent View. They also considered the 17 responses to the Ofsted pupil survey and seven responses to the Ofsted survey for school staff.

Inspection team

Tessa Holledge, lead inspector

His Majesty's Inspector

Lynn Ayling

Ofsted Inspector

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