

Inspection of Reydon Primary School

Jermyns Road, Reydon, Southwold, Suffolk IP18 6QB

Inspection dates: 28 and 29 February 2024

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Early years provision	Good
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Previous inspection grade	Good
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The head of school is Sandra Foxwell. This school is part of Active Learning Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer (CEO), Lynsey Holzer, and overseen by a board of trustees, chaired by Claire Heald. There is also an executive headteacher, Martyn Payne, who is responsible for this school and one other.

What is it like to attend this school?

Pupils enjoy learning and are happy at this welcoming school. They are looked after well by caring staff. Pupils are placed at the heart of this school. Relationships are strong, and the school has a family ethos.

Pupils behave well. They are polite and courteous. The school is calm and purposeful. Pupils are motivated by the school's reward system, especially when their name is recorded on the 'high recognition board'. Many pupils have posts of responsibility, such as those of eco-committee members, junior road safety group member, digital leaders and school council representatives. Pupils are rightly proud to belong to their school.

Pupils are safe in this school. The school environment is secure. Pupils are confident that there is always an adult to help them should they have any concerns.

The school has high expectations for what pupils can achieve. Pupils, including children in early years, are curious and stimulated by interesting curriculum activities. Pupils are keen to learn. Pupils share their learning across the curriculum with parents and carers on the well-supported 'parent share' days. Most pupils, including pupils with special educational needs and/or disabilities (SEND), learn well.

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

After a period of turbulence, there is now stable and effective leadership at this school. The trust and the local governing body check systematically that school leaders' actions bring about the desired impact on pupils' learning, behaviour or welfare. The school has improved in many aspects.

The school keeps the curriculum under constant review to ensure that it provides the highest expectations for what pupils can achieve. Leaders check that curriculum planning shows how pupils' learning builds step by step. In a few subjects, the curriculum has not yet been fully reviewed. In these subjects, teachers are not clear enough about what should be taught and when. Teachers do not build as effectively on what pupils already know and can do in these subjects as they do in many others. This means that pupils' learning in these subjects is not as secure as leaders would like.

The school has an effective early reading curriculum. Pupils learn phonics well, right from the start of early years. This is because the reading curriculum is clearly planned. Teachers deliver it well. They ensure that pupils revisit previous learning, so that pupils are confident to move on. Staff check pupils' learning carefully. Any pupil who falls behind with their reading gets the support they need to catch up. Pupils practise their reading skills with books that are closely matched to their ability. Most pupils learn to read fluently by the time they reach the end of Year 1.

In most subjects, staff present information to pupils clearly and check that pupils understand and remember the curriculum. Teachers check pupils' learning to identify and correct misconceptions. This is well developed in the areas of the curriculum that have been fully reviewed. Pupils' learning is secure in these areas.

The school supports pupils with SEND effectively. Staff identify pupils who need extra support, starting in early years. Teachers tailor support precisely to help pupils overcome barriers to learning. As a result, most pupils with SEND are learning well.

Pupils respond positively to the school's new behaviour policy. Staff support pupils effectively to manage their own behaviour. Pupils learn how to cooperate with others. This starts in early years as children take turns and work well together. Pupils' good behaviour is supported by a positive rewards system. The school promotes harmony, and there are decreasing instances of undesirable behaviour across the school.

Pupils learn about other cultures and faiths. They are tolerant of any differences and respect others' opinions. Regardless of a member of the school community's background, pupils treat them fairly.

The school promotes pupils' wider talents and interests through trips and visits, including to historical sites such as castles, theatres, sporting venues and places of worship. Carefully planned extra-curricular opportunities contribute well to pupils' wider learning.

The school keeps a close focus on pupils' attendance. Leaders analyse precisely the causes of absence. They work with parents to promote high attendance. This has reduced absence. Fewer pupils miss school regularly.

The school provides regular training opportunities to help staff to be effective in their roles. Leaders take workload into account when planning improvements. Staff morale is positive. Consequently, pupils benefit from a cohesive and well-trained teaching staff.

The school promotes working in partnership with parents well in a variety of ways. While a minority of parents would like to see improved communication, most have a positive view of the school.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In a few subjects, the knowledge that pupils should learn and when they should learn it have not been precisely identified. This means that in these subjects,

teachers do not make sure that pupils' new learning builds on what they already know. Pupils do not learn well enough in these subjects. The school should ensure that in all subjects, the important knowledge that pupils should learn and the order in which it is taught are clearly set out, so that pupils learn consistently well across the curriculum.

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	141702
Local authority	Suffolk
Inspection number	10287125
Type of school	Primary
School category	Academy converter
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	191
Appropriate authority	Board of trustees
Chair of trust	Claire Heald
CEO of trust	Lynsey Holzer
Headteacher	Martyn Payne (Executive Headteacher)
Website	www.reydonprimary.org
Dates of previous inspection	22 and 23 February 2018, under section 5 of the Education Act 2005

Information about this school

- The executive headteacher joined the school in September 2022. The head of school joined the school in January 2023.
- A new local governing body was formed in September 2022.
- The school is part of Active Learning Trust.
- The school is registered for children from age three to 11 years. There are currently no three-year-old children in the school. Children join the school at the beginning of Reception Year.
- The school uses one registered alternative learning provision.

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 had 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 executive headteacher, the head of school and other school leaders.
- The lead inspector met with the local governing body and held another meeting with a trustee and CEO of the trust.
- The inspectors carried out deep dives in early reading, mathematics, history and computing. For each deep dive, inspectors met with subject leaders to discuss the curriculum, carried out lesson visits, spoke with teachers, spoke with pupils about their learning and looked at samples of pupils' work.
- Inspectors also discussed the curriculum and looked at curriculum plans and pupils' work in some other foundation subjects.
- 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.
- The school website and several policies and documents were considered.
- The inspectors considered the views of staff by speaking with them and reading the 10 responses to Ofsted's staff survey.
- Inspectors considered the 50 responses made by parents to the online survey, Ofsted Parent View.
- Inspectors spoke to pupils and took the seven responses to Ofsted's pupil survey into account.

Inspection team

Sue Child, lead inspector

Ofsted Inspector

Rachael Judd

Ofsted Inspector

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