

Inspection of Freeman Community Primary School

Church Road, Stowupland, Stowmarket, Suffolk IP14 4BQ

Inspection dates:	24 and 25 September 2024
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

The headteacher of this school is Emma Gerry. This school is part of The Children's Endeavour 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), Daniel Jones, and overseen by a board of trustees, chaired by Ian Scott.

What is it like to attend this school?

Pupils genuinely enjoy attending the school because they feel safe and cared for by adults. If pupils are worried, they know that adults will listen to, and act on, their concerns. Adults are good role models, showing patience and kindness. Pupils understand the school's caring values and respond well to them.

At lunch and breaktime pupils play happily together. In the canteen they are well-mannered; they line up quietly and are polite to staff. Younger pupils are given independence and can follow very clear routines in their classroom and during unstructured times. Pupils are considerate of one another's feelings; they help each other in class, unprompted by teachers.

Expectations of pupils are typically high. This means that almost all pupils behave and achieve well. Very recent changes to leadership of the school mean that such expectations are now higher, and pupils are adjusting to this.

There is a range of extra-curricular activities, such as football and gymnastics, that pupils can attend. Pupils speak positively about visits, including the Year 6 residential visit, and trips to the beach and local church. These opportunities develop pupils' confidence effectively.

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

The school's curriculum is designed to ensure that pupils receive a broad and balanced education. Lessons are typically well sequenced, enabling pupils to build their understanding over time. Teachers use subject-specific terminology accurately to develop pupils' knowledge. This enables pupils to generally achieve well. Young pupils have opportunities to learn and practise their sounds, letters, and numbers through both teacher-led and a wide variety of activities they choose themselves. However, the use of assessment is less effective across the school. Errors and misconceptions are not always picked up. As a result, these are repeated in pupils' work.

Pupils benefit significantly from the school's effective approach to early reading and phonics. Pupils in Reception are confident to repeat the sounds demonstrated by their teacher. They enjoy learning and practising new sounds. Older pupils read well. Where they make mistakes, pupils correct themselves accurately. Pupils make good use of the well-stocked library. They read books that match their ability. Where pupils fall behind with their reading, there is appropriate intervention to ensure they can catch up and keep up with their peers. Regular checks are made on pupils' progress in reading.

Pupils with special educational needs and/or disabilities (SEND) are generally supported well. Early identification of needs is effective. However, the needs of all pupils with SEND are not yet met closely enough. Provision for these pupils is improving rapidly as a result of visible and focused leadership. Individual education plans are increasingly detailed and there is effective communication with parents of pupils with SEND.

The school actively promotes pupils' regular attendance. As a result, pupils access the good quality of education provided by the school. Where pupils do not attend regularly, the school works well with parents to support a return to school. The overwhelming majority of pupils behave well during lessons and unstructured times. They are clear that bullying is not something they worry about.

The way pupils treat staff, visitors and one another with respect is something very special. Pupils communicate very clearly that difference is something to be celebrated. They are able to speak confidently and meaningfully about important topics such as racism and disability. Pupils in the early years talk kindly to each other, share toys and take turns patiently. The school's personal, social, health and economic education curriculum supports pupils in broadening their understanding of how to stay healthy, keep safe and manage their mental health. Pupils are proud to undertake leadership roles such as 'junior road safety officer' and 'rights champions'; they feel they are making a difference in the school.

There have been recent and significant changes to leadership of the school at senior levels. While the impact of this change has yet to be felt consistently, in areas such as SEND, leaders are tenacious in their approach to ensure rapid improvement. Parents speak positively about the recent changes to the school. Leaders are well supported by the trust and the local governing board. Training and development opportunities for staff enable them to develop both their subject expertise and broader skills.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Assessment of pupils' work does not always accurately identify misconceptions or gaps in knowledge. There is inconsistency between classes in terms of the effectiveness of assessment and expectations of what can be achieved by pupils. As a result, some pupils do not make the progress of which they are capable. The school should ensure that the assessment of pupils' work across the school is rigorous and consistent.
- While leaders are making rapid progress, the needs of some pupils with SEND are not yet met sufficiently well. As a result, their behaviour and progress are negatively affected. The school should redouble its efforts to ensure that there are effective systems and structures in place to meet the needs of all pupils.

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	147931
Local authority	Suffolk
Inspection number	10345526
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	203
Appropriate authority	Board of trustees
Chair of trust	Ian Scott
CEO of the trust	Daniel Jones
Headteacher	Emma Gerry
Website	www.freeman.suffolk.sch.uk
Dates of previous inspection	Not previously inspected

Information about this school

- The school is part of The Children's Endeavour Trust.
- The headteacher, deputy headteacher and special educational needs coordinator have been in post since September 2024.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005. During a graded inspection, we grade the school for each of our key judgements (quality of education; behaviour and attitudes; personal development; and leadership and management) and for any relevant provision judgement (early years and/or sixth form provision). Schools receiving a graded inspection from September 2024 will not be given an overall effectiveness grade.

- Inspections are a point-in-time evaluation 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, CEO, trustees and governors.
- The inspectors carried out deep dives in early reading, physical education and mathematics. For each deep dive, inspectors held discussions about the curriculum, 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 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 inspection team considered the views of parents through responses to Ofsted Parent View. Inspectors gathered the views of pupils and staff through Ofsted's pupil and staff surveys, as well as interviews and discussions conducted throughout the inspection.

Inspection team

Jonathan Rockey, lead inspector

His Majesty's Inspector

Rob James

Ofsted Inspector

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