

# Inspection of Stradbroke Church of England Primary School

Queen Street, Stradbroke, Eye, Suffolk IP21 5HH

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Inspection dates: 28 and 29 September 2022

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

## **What is it like to attend this school?**

Stradbroke is a harmonious and inclusive community. Pupils delight in coming to school each day. They eagerly anticipate the things that they will learn and seeing their friends. Pupils feel safe and very content with their time spent at school.

Pupils' behaviour is exemplary. Relationships between adults and pupils are highly positive. Pupils are keen to please their teachers. They are attentive and there is rarely any disruption in class. Pupils look after each other. They warmly welcome new arrivals. Pupils model Stradbroke's expectations to help new pupils settle quickly.

Pupils consider that bullying does not happen in their school. They fully understand about the different forms bullying can take. Pupils are adamant that any adult they spoke to would sort out their problems or concerns.

Pupils relish opportunities to take on different responsibilities. They make significant contributions in helping to improve the school and local community, such as leading campaigns to make local roads safer or supporting charity fund raising events.

Many parents are very positive about the support and care their child receives from the staff. As one parent commented in writing, 'Stradbroke has provided a safe, secure and reassuring environment for children to find their feet, grow in confidence, and really excel in all areas of their school experience.'

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

Leaders and staff have thought about their plans for curriculum. They have designed an ambitious curriculum. It sets out the important things pupils need to learn and remember. Leaders make sure that from the start of their education, learning builds on what pupils know. Leaders identify the key end points in their curriculum plans. This is important for mixed-age classes. Sometimes, teachers do not ensure that pupils learn the same content as their peers in different classes. This means that they do not build their knowledge as leaders intend.

Subject leaders are knowledgeable. They make regular checks of how well teachers deliver their plans. They use their assessments effectively to make appropriate adjustments to the curriculum. Leaders identify and provide training for staff so that adults can increase their subject expertise.

Teachers break learning down into smaller steps to help pupils recall their knowledge. They use questions to check pupils' understanding and build their learning. For example, pupils in key stage 1 used their understanding of chronology to explain why the Great Fire of London was devastating.

Staff have received training in leaders' new approaches to teach early reading. This means that adults teach phonics well. Children start early reading programmes as soon as they start school. They successfully link this work to forming letters in their writing books. Pupils read books to help them practise their phonics. These books are not always well matched for every pupil. A few pupils find their books difficult to read because they are not yet fluent in the phonics they contain. This means that they are not catching up as quickly as they need to.

Pupils with special educational needs and/or disabilities (SEND) receive good support. Adults identify pupils' needs well. Leaders ensure that teachers understand how to give pupils with SEND the right help for their learning. This means that pupils with SEND thrive as they work alongside their classmates.

Pupils really value their learning. They say that learning from mistakes is the best way to improve. Pupils are proud of their achievements. They are highly supportive of one another. Pupils encourage each other in class and willingly share their games outside.

Leaders' work to promote pupils' personal development is highly effective. They ensure that opportunities weave through the curriculum. Pupils learn from and about other faiths and communities. They debate key values such as equality and difference while learning about Rosa Parks or the Suffragettes. Pupils are active in their local community, reflecting on how they can help and support others. Residential trips provide pupils with opportunities to build resilience through adventurous activities. Leaders prioritise participation for disadvantaged pupils in these experiences.

Staff welcome the collaborative approach that builds 'team Stradbroke'. They appreciate the support they receive from governors and the trust.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders give safeguarding a high priority. Staff receive regular training to help them remain vigilant to spot any signs of concern. They understand how to report their concerns and regard that every piece of information is important to help leaders in addressing issues. Leaders act tenaciously. They pursue concerns to ensure that vulnerable pupils receive the support they need to keep safe.

Governors and the trust carry out regular checks of safeguarding at the school. They ensure that leaders have carried out all the required checks for those who work or visit the school.

## What does the school need to do to improve?

### (Information for the school and appropriate authority)

- For a few pupils, the books they read to practise their phonics are not well matched to the sounds that they know. This means that pupils are not developing the fluency they need to read well. Leaders must ensure that staff understand how to select books at an appropriate level to help these pupils catch up with their reading.
- Not all teachers ensure that pupils are learning the same knowledge as their peers in different classes. This means that they are not building the knowledge as leaders had planned in their curriculum programmes. Leaders should ensure that all staff receive the training they need to implement leaders' plans consistently across the school.

## 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

<b>Unique reference number</b>	145697
<b>Local authority</b>	Suffolk
<b>Inspection number</b>	10254247
<b>Type of school</b>	Primary
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	115
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	James Hargrave
<b>Headteacher</b>	Melanie Barrow (Executive Headteacher)
<b>Website</b>	<a href="http://www.stradbroke.suffolk.sch.uk">www.stradbroke.suffolk.sch.uk</a>
<b>Date of previous inspection</b>	Not previously inspected

## Information about this school

- The school converted to become an academy in April 2018. It is a member of the All Saints Schools Trust.
- The school shares an executive headteacher with All Saints Primary School, which is a member of the same trust.
- A head of school was appointed in April 2016.
- Since becoming an academy, the school has not received a section 48 inspection. The school requires this inspection as a denominational Church of England faith school.
- The school does not make use of any alternative provision

## Information about this inspection

The inspector(s) carried out this graded inspection under section 5 of the Education Act 2005.

- Inspectors discussed any continued impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors held meetings with the executive headteacher, who is also the chief executive officer of the trust, the head of school, curriculum leaders and the early years leader. They also met with the teachers.
- The lead inspector met with the two representatives of the trust and the local governing body, including the chair of governors.
- Inspectors carried out deep dives in early reading, mathematics, history and art. In each subject, inspection activities included discussions with the curriculum leaders, visits to lessons, discussions with teachers, scrutiny of pupils' work and discussions with pupils.
- Inspectors observed pupils' behaviour in lessons and around the school at breaktime and lunchtimes. Inspectors met with groups of pupils to talk about their learning and their views about the school.
- Inspectors met with leaders to discuss the school's safeguarding procedures. Inspectors scrutinised documents related to safeguarding and spoke to pupils, parents and staff about how safe pupils are.
- Inspectors reviewed a variety of school information, including school improvement plans, minutes of governing body meetings, school policies and information on the school's website.
- Inspectors considered 24 responses to Ofsted Parent View, including 22 free-text comments. Inspectors spoke to parents at the beginning of the day. Inspectors considered seven responses to Ofsted's online staff questionnaire as well as 38 responses to Ofsted's pupil survey.

## Inspection team

Steve Mellors, lead inspector

His Majesty's Inspector

Caroline Crozier

His Majesty's Inspector

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