

# Trimley St Martin Primary School

Kirton Road, Trimley St Martin, Felixstowe, IP11 0QL

## Inspection dates

3–4 December 2014

Overall effectiveness	Previous inspection:	Requires improvement	3
	This inspection:	<b>Good</b>	<b>2</b>
Leadership and management		Good	2
Behaviour and safety of pupils		Good	2
Quality of teaching		Good	2
Achievement of pupils		Good	2
Early years provision		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- The headteacher has improved teaching and raised achievement. His drive and ambition for pupils have been the force behind the school's significant improvement in the last eighteen months.
- Governors are well informed. They visit the school frequently to find out for themselves how well it is doing.
- Teachers make learning interesting for pupils by providing them with imaginative, enjoyable activities. Their good quality marking has a direct impact on the quality of work in pupils' books.
- Teachers have strong subject knowledge. They have high expectations of pupils, especially those who are in danger of falling behind, and work purposefully to help them catch up.
- Disadvantaged pupils receive good support and achieve well.
- Children make a good start in the Early Years Foundation Stage.
- Phonics (the sounds that letters make) is taught systematically and enables pupils to do well in reading checks. Reading is strength of the school and pupils read widely and for enjoyment.
- Pupils behave well and are proud of their school. Their attitudes to learning are good. The school keeps pupils safe and ensures that they understand how to stay safe.
- Pupils are given very good support for their moral, social and cultural development. The school's strong values and its good community links ensure children develop their self-confidence very well.
- Parents are very supportive of the school. Those who spoke to inspectors describe it as a good and improving school.

### It is not yet an outstanding school because

- Occasionally the work given to the most-able pupils is not challenging enough.
- Provision for learning in the Early Years Foundation Stage is not as well-monitored as it is in the rest of the school.
- Middle leaders do not use the information they have about pupils' achievement well enough to further improve standards in their subject areas.

## Information about this inspection

- The inspectors observed 15 lessons or parts of lessons, including two jointly with the headteacher. The lead inspector also attended two whole-school assemblies.
- Meetings were held with the Chair of the Governing Body and three other governors, the headteacher, a representative from the local authority and other school leaders.
- Inspectors spoke to two groups of pupils and also spoke informally with other pupils in lessons and around the school. They listened to pupils reading and talked to them about their reading habits.
- Inspectors examined several of the school's documents. These included: the school's own evaluation of its performance; its improvement plan; information about pupils' progress and the support given to disadvantaged pupils, disabled pupils and those who have special educational needs; evidence about the quality of teaching; and records relating to behaviour, safeguarding and attendance.
- The inspector analysed 18 questionnaires returned by staff, and took account of 59 responses to the online questionnaire (Parent View), one letter from a parent and the views expressed by parents as they arrived at school.

## Inspection team

Desmond Dunne, Lead inspector

Additional Inspector

Bernadette Oates

Additional Inspector

## Full report

### Information about this school

- The school is smaller than the average-sized primary school, with one class in each year group. The Early Years Foundation Stage consists of one Reception class offering full-time education.
- The school has a stable and increasing population with the vast majority of pupils from white British backgrounds.
- At 13%, the proportion of disadvantaged pupils supported by the pupil premium (extra government funding for pupils known to be eligible for free school meals or children who are looked after) is lower than the national average.
- At 6%, the proportion of disabled pupils and those who have special educational needs is broadly average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in reading, writing and mathematics.
- Since the previous inspection a new headteacher has been appointed by the governing body. He took up the post in September 2013.

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

- Raise the quality of teaching to outstanding by making sure that the most-able pupils are set challenging activities so that they can apply new learning in a range of different situations.
- Continue to improve the quality of leadership by ensuring:
  - subject leaders use the information they have about pupils' achievement more consistently to improve standards in their subject areas
  - that leaders monitor provision in the Early Years Foundation Stage more closely, so that the skills of support staff are improved and the range of resources is increased.

**The leadership and management are good**

- Leadership and management are good. The headteacher has a passion for improving the school. Good progress has been made since the previous inspection.
- The headteacher has set a clear and ambitious strategy for the school and ensures it promotes good behaviour, ambition and equality of opportunity. Individual pupils are known, valued for their contribution. The school strongly promotes tolerance and respect for others, and prepares pupils well for the next stage of their education and for life in modern Britain. Discrimination of any kind is tackled effectively and relationships within and beyond the school are strong.
- Monitoring and evaluation by the senior leadership are particularly effective and teachers' performance is appropriately challenged. Detailed records about the quality of teaching are based on a good range of evidence collected through lesson observation, work scrutiny and the opinions of both teachers and pupils. Leaders have already identified the need to provide greater challenge to the most-able pupils.
- The school has worked hard on implementing the new curriculum to develop well-rounded individuals who can achieve their best both inside and outside the classroom. However, subject leaders are not making full use of the information teachers collect about pupils' progress to drive further improvement in their subjects.
- Pupils are provided with a wealth of enriching experiences to promote their spiritual, moral, social and cultural development. Music features strongly in the curriculum as shown by the way that the pupils sang in assembly.
- After school activities are varied and well attended by the pupils. The 'Young Engineers club' is particularly successful and the Year 5 and 6 robotics team have been winners of regional and national competitions on many occasions.
- The pupil premium grant is used effectively to ensure that eligible pupils perform as well as their peers. It is spent on additional teaching programmes and booster sessions that are making a clear difference to eligible pupils' attainment and progress.
- The primary school sport funding is being used effectively to coach pupils. The pupils readily talk about the sports and gymnastics activities they experience in lessons and during after school clubs. Recently, almost all Key Stage 2 pupils participated in and won the Felixstowe Schools Paarlauf (pair-running) competition.
- The school has established very good links with parents, carers and guardians. Parents confirm emphatically that their children feel happy and safe at school, are well looked after and that the school is well-led and managed. Regular parents' evenings are supported by many informal opportunities for discussions between parents, class teachers and the school leadership. One parent said, 'The school has improved a lot since the new head arrived and my children can't wait till they get to school'.
- The local authority provides good support for the school and works well with senior leaders in forming views about the school's effectiveness. They recognise the great strides that have taken place and support is now less intensive.
- All requirements for safeguarding have been implemented, including whole staff training and a comprehensive induction programme for new staff and the governors.
- **The governance of the school:**
  - Governors strongly support the aims and vision of the school. They know about the strengths of the school and its areas to develop. The members of the governing body bring a wide range of experience and expertise to their role. Committees take specific responsibility for monitoring standards, finance and personnel. Individual governors regularly visit the school, for example, to monitor specific subject

areas and to check how well policies are implemented. As a result, they have a good understanding of the school's data and how well pupils are performing compared with other pupils nationally.

- Detailed minutes are kept and governors undertake thorough self-review. Governors know about the quality of teaching and how teachers' performance is managed by the headteacher. The school has recently introduced a similar process for non-teaching staff. However, they have not yet established a close enough link between pay and teachers' performance.

## **The behaviour and safety of pupils** are good

### **Behaviour**

- The behaviour of pupils is good both in lessons and around the school. They have positive attitudes to learning which helps them to make good progress.
- Pupils are proud of their school. They like their teachers and behave well. In discussion with inspectors they said that the headteacher is, 'strict in a good way'.
- Pupils demonstrate a clear understanding of good and bad behaviour and are knowledgeable about social issues such as racism. They show a clear understanding of the school's new behaviour and consequences system that has recently been introduced.
- The pupils say that the system works because of the agreed class rules and the contract they sign to follow them. Pupils say that lessons are rarely disrupted by poor behaviour. Parents and carers report confidence in the school's management of behaviour.
- Pupils readily work collaboratively and co-operate well in whole group sessions and during group work. Only occasionally do, even the youngest, children need regular checking to keep them on task.
- Pupils take roles of responsibility seriously. For example, older pupils are nominated as play-leaders who organise equipment for playtimes and lunchtimes. They actively play alongside younger pupils in a wide variety of activities, exercising limited authority as well as accepting the responsibility of being role models for other pupils.
- Attendance has improved over the past two years and is now above the national average.

### **Safety**

- The school's work to keep pupils safe and secure is good. Staff receive regular training and know about the requirements of 'Keeping children safe in education'.
- The Governors ensure that safeguarding measures are in place and effectively implemented.
- Pupils talk confidently about being safe and say that they can approach adults with worries and concerns, and are well-supported by pupil play-leaders as well. They know about different types of bullying, including cyber-bullying and homophobic bullying, but are quick to point out that it does not happen at their school.

## **The quality of teaching** is good

- Good teaching throughout the school ensures pupils are happy and engaged in activities that develop their self-esteem and give them confidence to tackle new challenges.
- The teaching of reading, writing and mathematics is good. In reading, teachers ensure that pupils experience a wide range of fiction and non-fiction texts. In literacy, teachers expect pupils to present their work well with good handwriting, to spell correctly and to use grammar punctuation accurately. In mathematics, pupils learn well from teachers' marking comments that help them to improve their work.
- Teachers work hard to make learning interesting and provide stimulating and enjoyable activities for the

pupils. Inspectors observed one imaginative activity when pupils, working as British soldiers in a First World War 'trench' in class, read out letters they had written to send home after the 1914 Christmas truce football match.

- Teachers have strong subject knowledge and ensure skills and new learning are consolidated well during the lessons. They generally have high expectations of pupils, especially those children who are at risk of falling behind.
- A comprehensive system for assessment and tracking of pupils' progress has been recently introduced to identify pupils' strengths and weaknesses. Teachers' assessments of pupils' work are externally moderated to show they are accurate. Pupils with disabilities and special educational needs are provided with work that is tailored to their needs.
- The most able pupils are not always stretched sufficiently. Occasionally, they have to complete the same activities as the others before they are given more challenging work. When this happens, it limits the time available for them to develop further their skills, for example, to solve problems.
- Teachers' good quality marking that identifies targets and ways to improve, has a consistent and beneficial impact on the quality and quantity of work in pupils' books. Pupils talk positively about how they act on comments made by the teacher.

### **The achievement of pupils is good**

- Pupils join the school with communication and language skills that are broadly typical for their age. Pupils left at the end of Year 6, in 2014, with standards that were above average in reading, writing and mathematics. Overall attainment has improved since the previous inspection.
- Reading is a particular strength of the school. The proportion of pupils reaching the required standard in the Year 1 screening check is above average. Pupils achieve well in mastering phonics because it is taught well. Experienced and skilled staff encourage pupils to learn about the sounds that letters make. There is an emphasis on reading throughout the school, including high expectations that parents will read with their children five times a week. Pupils, consequently, read widely and for enjoyment.
- Progress is good. Rates of progress are continuing to rise across year groups and subjects. Although, there is still some variation between year groups, as a result of weaker teaching in the past, this has been tackled by the school and the pupils are rapidly making up lost ground.
- Good small group and one to one teaching is in place to help to accelerate progress, particularly for disadvantaged pupils, who are now making good progress. At the end of Year 6, in 2014, a small group of disadvantaged pupils left the school, two terms ahead of others in the school and three terms ahead of other pupils nationally, in reading. In writing their attainment was very similar to other pupils in the school and over a term ahead of others nationally. In mathematics, their results were similar to other pupils in school and nationally.
- The most able pupils do well, although they are not always fully challenged. Few go on to reach the very highest level 6. However, in 2014, three quarters of the Year 6 pupils reached the higher level 5, in reading. In writing and mathematics half of the pupils reached level 5.
- Occasionally, pupils' progress is outstanding, for example in a Year 6 lesson, when pupils used their computing skills to design computer games using algorithms to solve problems. The pupils said 'We learn from our mistakes, but it is great when we sort it out'.
- Disabled pupils and those who have special educational needs receive appropriate support within lessons and the curriculum is adapted to take into account the varying abilities of the pupils. This ensures they make the same good progress as their peers.

**The early years provision is good**

- The leadership and management of early years provision is good. An understanding of strengths and areas for development about the quality of provision and the quality of teaching and learning are accurate and clearly communicated.
- Data indicates that children join the early years with skills broadly typical for their age. However, there are often differences between pupils' communication and numeracy skills in some years.
- The children settle quickly and make good gains in their learning in communication skills. Their number and personal development skills are consolidated effectively. Parents state that their children feel safe, are well supported and enjoy their learning.
- The class teacher ensures that children develop their speaking and listening skills at a good rate. She uses role play effectively to encourage children to apply these skills and to use their imagination. She tracks and records children's achievements closely and shares these with parents. By the time they leave Reception, children are well prepared for Year 1.
- Children have good access to colourful and imaginative resources, both inside and outside the classroom, and this supports the development of their writing skills well. However, access to materials to develop numeracy skills is not as good. Access to construction materials is good outside but this not the case inside. These particular limitations in resources slow children's development in these areas of learning.
- There are some inconsistencies in the quality of support provided by non-teaching staff. The provision of group sessions for phonics (the sounds that letters make) is taught systematically and effectively. This contributes well to the children's achievement in reading. However, the support provided during some other activities is less effective.

## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>



## School details

<b>Unique reference number</b>	124614
<b>Local authority</b>	Suffolk
<b>Inspection number</b>	442056

This inspection of the school was carried out under section 5 of the Education Act 2005.

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4-11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	185
<b>Appropriate authority</b>	The local authority
<b>Chair</b>	David Kemp
<b>Headteacher</b>	Paul Stock
<b>Date of previous school inspection</b>	21 November 2012
<b>Telephone number</b>	01394 448313
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