

# Martlesham Primary Academy

Black Tiles Lane, Martlesham, Woodbridge, Suffolk IP12 4SS

## Inspection dates

9–10 October 2018

<b>Overall effectiveness</b>	<b>Good</b>
Effectiveness of leadership and management	<b>Good</b>
Quality of teaching, learning and assessment	<b>Good</b>
Personal development, behaviour and welfare	<b>Good</b>
Outcomes for pupils	<b>Good</b>
Early years provision	<b>Good</b>
Overall effectiveness at previous inspection	Not previously inspected

## Summary of key findings for parents and pupils

### This is a good school

- The headteacher demonstrates an ambitious vision for pupils' achievement. Aply supported by other leaders, including governors, she has enabled marked improvement in provision since her appointment.
- Teaching and learning are good, with appropriate support to enable all pupils, including the least able, to make good progress from their starting points.
- Teaching in the early years is good and, as a result, children make good progress towards their early learning goals.
- Pupils' behaviour is good. They are motivated and happy to come to school.
- Pupils can experience an interesting range of topics and themes. The curriculum is further enriched by enjoyable after-school clubs and stimulating visits.
- The academy trust provides an appropriate level of support and challenge to the school.
- Safeguarding is effective. Pupils feel safe. Parents and carers agree that their children are safe and are confident they are well looked after at school.
- Governance is effective. Governors are committed to holding school leaders to account for improvements.
- Assessment in subjects other than reading, writing and mathematics is not well enough developed to ensure that work is pitched at the correct level for some pupils.
- While provision for pupils who have special educational needs (SEN) and/or disabilities has strengthened considerably over the last year, leaders are not measuring the impact of recent changes rigorously enough.

## Full report

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

- Ensure that leaders assess carefully the impact of the changes to provision for pupils who have SEN and/or disabilities on improving outcomes.
- Improve the curriculum by:
  - using assessment in subjects other than reading, writing and mathematics to plan activities that better meet pupils' needs
  - continuing to fill the gaps left by a legacy of poor teaching to improve pupils' grammar, punctuation and spelling.

## Inspection judgements

### Effectiveness of leadership and management

**Good**

- The leadership of the school has improved considerably under the new headteacher. The headteacher has a clear vision and strategy for improvement, which are shared by the senior leaders, staff and governors. As a result, provision for pupils across the school has rapidly improved. One parent commented, 'There's been a massive improvement here.'
- The headteacher and senior leaders have implemented a robust system of monitoring of teaching and learning. Leaders have challenged underperformance and have put in place appropriate support and guidance to staff. Points for development are closely monitored and there are high expectations of improvement from leaders.
- School leaders have taken effective action to increase the attendance and reduce the persistent absence of specific groups of pupils, such as disadvantaged pupils and those who are identified as having SEN and/or disabilities.
- School leaders are also supporting pupils' mental well-being through their 'Thrive' approach, and the designated 'Thrive' room provides a quiet and calming reflection space. Pupils are keen to talk about the 'Optimistic October' calendar designed to create positive and achievable goals.
- The broad and balanced curriculum prepares pupils well for life in modern Britain. Pupils gain an understanding of democracy and British law through their empowerment as house captains, school council members and class ambassadors. Pupils are duly proud of their election to these posts and the responsibilities they hold. Fundamental British values are woven through the teaching of personal, social, health and citizenship education, with a strong focus on tolerance and respect.
- Pupils' spiritual, moral, social and cultural awareness is well developed through the curriculum, for example within discussion on moral issues and spiritual beliefs. In daily whole-school assemblies, pupils are actively invited to consider a wide range of social and cultural issues.
- School leaders know the school and the local community very well, and there are strong relationships with the church and local charities. The profile of the school is being raised within the academy trust through activities such as the 'colour run', raising money for computing equipment for the school. Many parents value the school's work and appreciate the commitment that staff show in ensuring that pupils are happy, safe and well looked after.
- Additional government funding for sport is used effectively to improve the quality of physical education teaching and learning using specialist coaching. This also enables pupils to experience new sports and widen their participation in competitive sport. Pupils enjoy a range of after-school sports clubs, such as gymnastics, multi-sport and street dance.
- The school uses its additional funding for disadvantaged pupils effectively. Provision for these pupils is tracked carefully to ensure that they receive appropriate support. The headteacher works to support the most vulnerable pupils and their families to improve

further the progress of this group.

- Pupils are provided with a range of opportunities which contribute to their personal and academic achievement. Pupils spoke enthusiastically about memorable experiences both in and out of the classroom, such as outdoor science experiments, the eco-school and their imminent visit to the 'Primary Proms'. The focus on staying healthy is evident throughout the school. All pupils, along with some staff, run a daily mile.
- REAch2 Academy Trust provides strong support for the work of the school, which closely builds on its strengths and identified areas for development. School leaders act promptly on the recommendations for improvement made by the trust.
- Senior leaders hold teachers firmly to account for pupils' progress. There is more to be done to secure recent improvements in assessment within curriculum subjects such as history and geography.
- In the past, provision was weak for pupils identified as having SEN and/or disabilities. One or two parents were unhappy about this. Much-improved provision over the last year is resulting in better outcomes for this group of pupils but now the provision needs to be refined to make sure that leaders have a good understanding of the impact of additional activities on outcomes.

### **Governance of the school**

- The governing body is effective and has very high expectations of school leaders. Governors' roles and responsibilities are matched to their expertise and are clearly defined.
- Governors have an accurate knowledge of the school's strengths and its areas for further development. They successfully hold leaders to account by undertaking their own focused monitoring visits to check carefully the information they receive from leaders.

### **Safeguarding**

- The arrangements for safeguarding are effective.
- Leaders maintain detailed, accurate records and are acutely aware of individual pupils' needs.
- Leaders are active in procuring appropriate support for vulnerable pupils. The school works well with external agencies to ensure that individual pupils' interests are at the centre of all support.
- Leaders ensure that all staff receive regular training and are alert to any signs indicating that a pupil is at risk. Staff understand fully their responsibility to ensure that pupils remain safe at school. They know how to report, manage and record any concerns.
- Pupils say they feel safe in school and nearly all parents who responded to Ofsted's online questionnaire, Parent View, confirm that their children feel happy and safe.
- Pupils receive frequent opportunities to learn about online safety through regular assemblies, class talks and events, for example e-safety with the National Society for

the Prevention of Cruelty to Children and Crucial Crew.

## Quality of teaching, learning and assessment

**Good**

- Positive relationships between staff and pupils mean that pupils work hard and want to do well. Pupils articulate and exemplify the school's values of respect, responsibility, resilience, aspiration and collaboration. Therefore, within lessons, pupils select tasks that challenge them, show ambition and determination in completing their work and collaborate well with each other.
- In key stage 1, effective phonics teaching contributes well to pupils' strong attainment in reading at the end of the key stage. Across the school, teachers match reading books well to pupils' reading abilities and pupils are, therefore, becoming increasingly confident readers.
- Teachers provide the most able pupils, including those who are disadvantaged, with additional challenges within lessons, for example in writing their own questions about what they have read.
- Teachers and teaching assistants provide a range of engaging and supportive resources so that all pupils, including the least able, can succeed in their tasks. Clearly measured interventions help these pupils to make strong progress from their starting points.
- Teachers' skilled questioning enables pupils to develop their language well and enhances their vocabulary. For example, key stage 2 teachers challenge pupils' responses when considering a writer's intentions in selecting certain vocabulary.
- Across subject areas, pupils' books reflect the high expectations that teachers have for the presentation of work and handwriting. Pupils are keen to improve their work.
- The learning environment really brings the curriculum to life, for example Tudor England in key stage 2 or emergency services role-play activities in the early years. Pupils are immersed in a learning setting that engages them and enhances their broader knowledge and understanding of the theme. In religious education, pupils were asked to consider how Jesus could prove that he was really the Son of God. Pupils actively applied their critical thinking abilities to this activity.
- Teachers have good knowledge across a range of subjects. This has a positive impact upon pupils' learning. Leaders have identified that the next stage of development is to ensure that assessment is used more widely in some subjects, such as history and geography. This is to ensure that all pupils receive work that improves the quality of their learning so that, over time, progress is stronger.

## Personal development, behaviour and welfare

**Good**

### Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.

- Pupils are courteous and friendly and show respect towards each other and adults. At lunchtimes, older pupils were seen helping younger children in their games and activities.
- Through the focus on fundamental British values within the curriculum, pupils demonstrate respect, tolerance and an understanding of diversity within the school and the wider community.
- Pupils are willing to confide in adults in school if they have concerns or problems. They know what to do and who to tell if they do not feel safe. In addition, pupils stated that bullying is rare and that teachers deal quickly with any of their concerns.
- Pupils have opportunities to take on roles of responsibility through their election onto the school council and through the role of house captains. Elected house captains deliver a motivational speech each week and lead assemblies focusing on key elements of school development. As a result, pupils feel they have a voice in the functioning of the school and take pride in their responsibilities.
- Older pupils are given the opportunity to participate in the running of a lunchtime shop. This involves a formal employment application and interview process and therefore supports pupils in preparation for their future working lives.

## Behaviour

- The behaviour of pupils is good.
- Pupils behave well in lessons and respond positively to teachers' high expectations. Pupils consistently show high levels of effort and take great pride in the completion and presentation of their work.
- Pupils clearly articulate their accurate understanding of the school's behaviour policy. This policy is applied consistently and fairly by staff, and pupils state that incidents of poor behaviour are rare.
- Pupils' attendance is good and still rising. Parents state that their children enjoy coming to school, with one parent stating, 'My child can't wait to come in the mornings.' The headteacher implemented a system of tailored and intensive support for those pupils whose attendance was low. As a result, overall attendance has significantly improved to include a rapidly reducing proportion of pupils who are persistently absent.

## Outcomes for pupils

**Good**

- Unvalidated assessment information for Years 2 and 6 in 2018 indicates that outcomes in the school continue to improve. Progress in reading, writing and mathematics is good. Standards in mathematics and writing have risen still further. However, despite good progress, standards in reading in Year 6 are not as high because of the difficulties experienced by a few pupils.
- School assessment information indicates that, in all other year groups, good progress is apparent in reading, writing and mathematics.
- The outcomes from the phonics screening check in 2018 were below the national average. As a result, leaders have ensured that key stage 1 and early years staff are

trained well to deliver focused and effective phonics lessons. From Reception Year upwards, pupils now show a strong and developing ability to apply their phonics knowledge when reading and writing new words.

- In key stage 1, attainment in reading, writing and mathematics at the expected standards rose from below the national averages in 2017 to well above the national averages in 2018. The proportions of pupils working at greater depth in key stage 1 have improved to be much closer to national averages in 2018.
- In 2018, by the end of key stage 2, standards in spelling, punctuation and grammar were not as high as they ought to be because, in the past, pupils were not taught well enough. School leaders and teachers are working effectively to fill these gaps but, nevertheless, they remain a barrier to future improvement in outcomes.

### Early years provision

**Good**

- From below typical starting points on entry, the progress of children in the early years is good.
- Staff make accurate assessments of children's skills and knowledge, using this information well to plan activities to secure children's strong development. Any gaps in skills are identified quickly and appropriate support is put in place.
- Children are happy and safe in the early years. Adults have high expectations of the children's behaviour. Children follow safety rules and move around the setting with ease and confidence. Routines are already well established, and children listen carefully to the adults' instructions.
- Children play purposefully, collaborating well with each other. The inspector observed a child intensely concentrating on making pasta in the mud kitchen. Children were keen to follow up their phonics work in describing a superhero character.
- There is a wealth of activities, both inside and outside the classroom, to help children to learn well across all aspects of the early years curriculum. The outside environment has been recently renovated to provide exciting learning areas that support and challenge children across the curriculum, for example the outdoor reading area and bookshelf and the police station.
- The early years provision collaborates with other local schools to discuss approaches to teaching and learning.
- Parents actively participate in their children's online learning journals and are provided with several opportunities to engage in school life, such as 'Marvellous Middles', 'Fabulous Finishes' and special events.

## School details

Unique reference number	142018
Local authority	Suffolk
Inspection number	10056465

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

Type of school	Primary
School category	Academy sponsor-led
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	87
Appropriate authority	Board of trustees
Chair	Rosie Carter
Head teacher	Emma Churchman
Telephone number	01473 624 409
Website	<a href="http://www.martleshamacademy.org">www.martleshamacademy.org</a>
Email address	<a href="mailto:office@martleshamacademy.org">office@martleshamacademy.org</a>
Date of previous inspection	Not previously inspected

## Information about this school

- The headteacher has been in post since June 2017.
- Martlesham Primary Academy joined REAch2 Academy Trust in April 2016.
- There is a local governing body of four trust-appointed governors. The trust has a regional board of governors who report to the board of trustees.
- The school is smaller than the average-sized primary school.
- Most pupils are of White British heritage. The proportion of pupils who speak English as an additional language is below average.
- The proportion of pupils eligible for the pupil premium is below average.
- The proportion of pupils who have SEN and/or disabilities is below average.



## Information about this inspection

- Teaching was observed in all years. Pupils' work was scrutinised, and the inspector listened to some pupils read.
- Meetings were held with pupils, teachers and leaders, some governors and a representative from the trust.
- The lead inspector looked at the school's evaluation of its own performance and its development plan.
- School documents were scrutinised, including those relating to safeguarding, school policies, the school self-evaluation and the development plans.
- The lead inspector analysed the 24 responses to Parent View, Ofsted's online questionnaire, and spoke with parents at the start of the first day of the inspection.
- The lead inspector considered the views of staff through analysis of the 12 responses to the staff survey.

## Inspection team

Rowena Simmons, lead inspector

Ofsted Inspector

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