

Inspection of a good school: Martlesham Primary Academy

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

Inspection dates: 27 March 2024

The headteacher of this school is Emma Churchman. This school is part of REACh2 Academy Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Cathie Paine, and overseen by a board of trustees, chaired by Gavin Robert.

Outcome

Martlesham Primary Academy continues to be a good school.

What is it like to attend this school?

Pupils flourish at Martlesham Primary Academy (MPA). They are proud to attend this school. The support and encouragement of staff helps pupils become increasingly confident and resilient young people.

Pupils have a wide range of opportunities to develop their interests and learn about the world around them. They attend many clubs, from art to gymnastics. The '11 before 11' promises ensure that all pupils have a wide range of cultural experiences. There are many trips, including to the theatre and to meet famous authors. Pupils in Year 5 learn about the world of work. They meet adults with diverse careers. Pupils develop their confidence through the many leadership opportunities in school, including the school council.

In lessons, pupils work hard and with enthusiasm. They try their best. Pupils look after each other. They welcome everyone, no matter who they are.

Pupils experience an ambitious, engaging curriculum that prepares them for the next stages in their education. Staff know their pupils well. They use this knowledge to ensure that all pupils, including those with special educational needs and/or disabilities (SEND), can access the curriculum. As a result, pupils at MPA achieve well.

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

The curriculum is well designed. The school uses carefully chosen programmes of study from a range of providers. Staff adapt these to meet the needs of all pupils at MPA, including those with SEND.

The school has thought about what pupils need to know. Subject leaders break the curriculum down into chunks so that pupils gain key knowledge and vocabulary securely, building on what they have learned before. When it is useful to do so, links between topics, such as migration in English, geography and history, help pupils gain a deeper understanding of subjects. Topics and resources in the curriculum increasingly teach pupils about the diversity of the wider world. For instance, children in Reception learn about the festival of Diwali.

The school has introduced new programmes in early reading and mathematics. These are increasingly established and are effective. Staff have received high-quality training to deliver these well. They use their subject knowledge in these topics to introduce key knowledge clearly. When pupils practice using this knowledge, teachers check on how well they are learning. They give all pupils the support they need to move forward. In some wider curriculum subjects, teachers have not had enough training to develop the subject knowledge they need. This means that they do not always teach the curriculum as effectively as they do in English and mathematics.

Staff teach early reading consistently well from the start of Reception. Pupils learn how to blend sounds together to read new words. Books are matched to sounds. Pupils blend words with increasing confidence. The school swiftly identifies those pupils who require support. Pupils who do not read much at home read with volunteers in school. This gives them the practice they need. Staff support pupils to become accurate and fluent readers who can access the curriculum. Pupils encounter an ambitious range of texts of different types. As a result, pupils at MPA value and enjoy reading.

Children in Reception build a solid foundation for their future learning. They develop an understanding of number. Staff model how to speak, listen and share. Children build their spoken language, work and play well with their peers. They become increasingly independent and interested in the world around them.

Pupils behave very well. They are friendly and considerate. They understand what is expected of them. When pupils find it hard to meet the behaviour expectations, they are given effective support. This helps them understand where they went wrong and helps them to improve. Pupils really enjoy coming to school. Staff promote the importance of high attendance and work closely with families to improve it. Consequently, pupils' attendance is very high.

Pupils learn how to keep themselves safe and healthy. Older pupils understand the importance of their 'digital footprint'. Pupils learn about different types of families and healthy relationships. This prepares them well for adulthood.

The school cares about staff's well-being. They always support staff, such as making changes to assessment to improve teachers' workload. The school works closely with parents and carers. They come into school regularly for 'fabulous finish' sessions when pupils in all classes show them the work they have been doing.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Some staff do not have the knowledge they need to deliver the foundation subjects consistently well. This means that pupils do not always gain the knowledge that they should. The school should provide training to ensure that staff are as confident in teaching other subjects as they are in English and mathematics.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour, or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the first ungraded inspection since we judged the school to be good on 9 and 10 October 2018.

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	142018
Local authority	Suffolk
Inspection number	10323754
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	117
Appropriate authority	Board of trustees
Chair of trust	Gavin Robert
Principal	Emma Churchman
Website	www.martleshamacademy.org
Dates of previous inspection	9 and 10 October 2018, under section 5 of the Education Act 2005

Information about this school

- Martlesham Primary Academy is a small rural primary school. It currently has two mixed-age classes: Years 1 and 2 and Years 5 and 6.
- The school does not currently use any alternative provision for pupils.

Information about this inspection

- Inspections are a point-in-time judgement 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 carried out deep dives in these subjects: early reading, mathematics, and art and design. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke with teachers, spoke with some pupils about their learning and looked at samples of pupils' work.
- Inspectors also discussed the curriculum in some other subjects.

- Inspectors held meetings with a range of leaders, including the special educational needs and/or disabilities coordinator.
- The lead inspector met with trustees and representatives of the Reach2 Academy Trust, as well as members of the local governing body.
- Inspectors observed pupils' behaviour in lessons and at other times around school. They met with groups of pupils to discuss behaviour in the school.
- 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.
- Inspectors scrutinised a range of records relating to behaviour and attendance.
- The lead inspector considered the 55 responses and 42 free-text responses received during the inspection to Ofsted's online survey, Ofsted Parent View. He also considered the 16 responses to Ofsted's staff survey. There were no responses to the pupil survey. He also spoke to parents at the gate.

Inspection team

Steve Woodley, lead inspector

His Majesty's Inspector

Tessa Holledge

His Majesty's Inspector

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Piccadilly Gate
Store Street
Manchester
M1 2WD

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