

Trimley St Mary Primary School

High Road, Trimley St Mary, Felixstowe IP11 0ST

Inspection dates 27–28 January 2016

Overall effectiveness **Good**

Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good
Early years provision	Good
Overall effectiveness at previous inspection	Requires improvement

Summary of key findings for parents and pupils

This is a good school

- School leaders and governors acted quickly and decisively to address the issues raised at the previous inspection.
- Leaders have successfully improved the quality of teaching. As a result, pupils make better progress, and attainment at the end of Year 2 and Year 6 has risen. Pupils now achieve well across the school.
- Pupils learn well as a result of securely good teaching across all year groups and subjects.
- Expectations of what all pupils can achieve are high. Teachers accurately assess pupils' learning and match activities well to pupils' different needs.
- The behaviour of pupils around the school and in lessons is at least good and sometimes impeccable. The school is a stimulating and safe place to learn.
- Disadvantaged pupils and those who have special educational needs or disability make good progress from their starting points and do as well as other pupils who attend the school.
- The school provides a lively and engaging curriculum that prepares pupils well for life in modern Britain.
- Good leadership and teaching enable children in the early years to learn well and make good progress.

It is not yet an outstanding school because

- Pupils do not always have the opportunity to act on the advice their teachers give them on how to improve their work.
- Pupils in Key Stage 2, particularly the most able, are not always encouraged to develop the independence and resilience that will prepare them well for the next stage in their education.

Full report

What does the school need to do to improve further?

- Continue to improve the quality of teaching so that outcomes improve further by ensuring that:
 - pupils are provided with more opportunities to act on the advice of their teachers in order to improve the content of their work
 - pupils at Key Stage 2, especially the most-able pupils, are given greater encouragement to work more independently in order to build their perseverance and resilience so that they are better prepared for the next steps in their education.

Inspection judgements

Effectiveness of leadership and management is good

- The headteacher leads a united and committed team of senior and middle leaders. They are consistent in their high expectations of their pupils and in their rigorous application of school policies and systems. This creates a calm and purposeful atmosphere in school, making it a place where children can thrive and learn.
- Leaders have maintained the drive to raise standards and strengthen teaching, following the disappointing outcomes in 2013, and standards have improved in the past two years. The headteacher closely monitors the quality of teaching and ensures that good teaching is rewarded. Teachers are highly motivated to continue to improve their own practice, through, for example, training sessions in which they share expertise and planning together. Teaching assistants are very much part of this team approach and take part in training as well as teachers.
- Members of the governing body and the headteacher have accurately evaluated the school's strengths and weaknesses. They know what needs to be done to ensure that pupils in all year groups make improved progress to further raise standards.
- Subject leaders effectively plan the curriculum in their areas and provide training and support for all teachers. As a result, there is more consistency in teaching approaches and expectations of pupils.
- The school's curriculum is lively and varied and meets the needs of the pupils. The 'creative curriculum' which takes one topic and explores it across subject areas gives pupils a broad and balanced view of a variety of interesting subjects. Pupils are enthusiastic about their learning and are very keen to talk about the topics they are studying. Many pupils choose to participate in a lunchtime reading club and attend a variety of after-school activities which further enrich their learning.
- Leaders identify any weaknesses in provision through regularly looking at the pupils' work, studying progress data and observing lessons. Leaders use this information well to revise curriculum provision to better meet pupils' needs. This is why, for example, topics in science in Key Stage 2 are now being taught in more detail.
- The school uses the physical education and sport premium for primary schools effectively to increase the opportunities for pupils to participate in a wide range of sporting activities and competitive sport. Over the past year, more than 180 pupils have joined in with the 'Golden Mile' initiative. This has increased the amount of physical activity they participate in outside of normal physical education lessons. At lunchtime, a sports coach spends time with pupils in the playground ensuring that their physical play is purposeful and that they develop, for example, ball skills as well as cheerleading expertise.
- The school promotes British values strongly. For example, opportunities for Key Stage 2 pupils to vote for school council membership helps them to learn about democracy. Pupils' spiritual, moral, social and cultural development is promoted effectively, preparing them positively for life in modern Britain.
- Parents are very supportive of the school. Those who spoke to inspectors, as well as those who responded to Ofsted's online survey, Parent View, confirm that they are confident that their children are safe at school, are well taught and are making progress. The school works hard to engage all parents in the education of their children. Workshops help parents to improve their own literacy and numeracy skills so that they can better support their children's learning at home.
- Pupils who have special educational needs or disability are very well supported and make good progress. Teachers identify pupils who they feel will benefit from additional support and the impact of this is monitored and carefully evaluated. School leaders have a very clear picture of pupils' needs. They have created a culture where teachers have equally high expectations of these pupils as they do of others.
- Pupil premium funding is used effectively to promote the well-being and achievement of all disadvantaged pupils. Children in the early years and pupils in Key Stage 1 who arrive with levels of development behind those of their peers are supported to begin to catch up quickly. Additional support, such as a homework club, ensures that all disadvantaged pupils continue to have opportunities to accelerate their progress. By the end of Key Stage 2, disadvantaged pupils do almost as well as their peers and other pupils nationally.
- The local authority provided effective support following the previous inspection to strengthen both senior and middle leadership. More recently they have supported developments in mathematics teaching. Local authority funding also enables teachers to visit other local schools to share good practice.
- **The governance of the school**
 - Governors know the school well and have a very clear picture of both the strengths of its work and of

the areas that still need improvement. They have a good understanding of the quality of teaching and of how well the school performs compared to other schools nationally. They challenge school leaders on how well pupils are doing, including those who have special educational needs and disadvantaged pupils.

- Governors use their extensive knowledge of the school and their experience of governance to probe and question leaders. They ensure that there is no complacency as outcomes at the school improve.
- The governing body carries out its statutory obligations to keep pupils safe and to ensure equality of opportunity for all.
- The arrangements for safeguarding are effective. Procedures for safeguarding pupils are appropriate and the right checks are made on the suitability of staff to work at the school. Staff and governor training are up to date. Child protection procedures work well to identify any pupils who are at risk. The school works effectively with outside agencies to provide extra support for pupils when appropriate.

Quality of teaching, learning and assessment is good

- The quality of teaching, learning and assessment has improved since the previous inspection. It is now consistently good, with some pockets of outstanding practice in both Key Stages 1 and 2.
- Strongly collaborative approaches to planning learning activities mean that teachers have the opportunity to share good practice, learn from each other and ensure that teaching standards are applied consistently across the school. As a result, teaching continues to improve and pupils' achievement continues to rise.
- The teaching of phonics (letters and the sounds that they make) has improved so that more pupils are now reaching the expected standard in their work. Key Stage 1 teachers demonstrate the depth of their understanding of good phonics teaching by using frequent opportunities to reinforce learning during the school day.
- Displays in classrooms celebrate the achievements of pupils and provide prompts and reminders on key learning points. These displays are helping pupils to develop more resilience during independent learning activities. Teaching ensures that pupils receive plenty of opportunities to work together and support each other's learning.
- Relationships between pupils and teachers are very positive. Teachers plan and deliver interesting learning activities so pupils enjoy participating in lessons.
- Teachers have high expectations of pupils. Lower-ability pupils, and pupils who have special educational needs or disability, benefit from some dynamic teaching and varied and interesting activities that stimulate and challenge them. These activities are well matched to the needs of pupils and ensure that they make good progress.
- Teaching assistants are well trained and make a positive contribution to the progress of the pupils they work with in lessons and in the additional support groups they manage.
- Teachers and teaching assistants are consistent in their expectation that pupils of all ages use full sentences when they speak. Because of this, pupils develop the ability to express themselves very well in class when responding to questions, or in discussion or conversation. They are confident and fluent speakers.
- Homework is set regularly for pupils in both key stages to reinforce their learning. Activities are sent home during holidays to ensure that pupils do not forget the reading, writing and mathematical skills they have developed. The vast majority of pupils told inspectors that they value and enjoy these activities.
- Reading has a very high profile. Pupils are encouraged to read regularly at home as well as during breaktimes. Pupils are enthusiastic about their library. They report that it is always full of children wanting to read. They also enjoy incentives such as earning raffle tickets for reading regularly at home.
- At times, activities provided are overly structured; for example when pupils complete worksheets in science or when they do not have a choice about what they can write about in English. This hampers particularly the more-able pupils' ability to use and apply their skills and knowledge in different ways, for example to solve problems and build resilience and independence.
- Pupils understand the way teachers mark their work. Teachers consistently implement the agreed procedures for marking work. They do not, however, make clear to pupils how they can improve their work. Pupils do not always have the time they need to act on the advice given in their teachers' marking, especially on how to improve the content of their work.

Personal development, behaviour and welfare is good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Pupils take on roles of responsibility with enthusiasm, for example as members of the school council or positive play leaders in the playground. They value the leadership responsibilities they are given and take them very seriously.
- Pupils told inspectors that at school they are accepted for who they are. Variations in the cultural backgrounds of both staff and pupils are celebrated. Pupils are very open minded about those who have cultures, beliefs and lifestyles different to their own.
- Pupils are well informed about how to keep themselves safe. In lessons and assemblies pupils learn about how to minimise risks to themselves. During the inspection, Year 4 pupils prepared a class assembly for parents to inform them about e-safety. Pupils told inspectors that there is very little poor or unkind behaviour. They are very clear about the difference between that and bullying. They say that there is hardly any bullying in school but they know that they will be listened to and supported if it does occur. School records show that there are very few incidents of bullying, including any linked to racism, but when they do occur they are carefully followed up with pupils and their parents.
- In class, pupils work well on their own and with others. They enjoy helping each other learn, are keen to do well, willingly accept their homework tasks and speak highly of their teachers and their lessons. However, pupils in Key Stage 2 are not given enough encouragement to tackle tasks without the direct support of their teacher. As a result, pupils do not develop the self-assurance and resilience they need to persist when they do not succeed straight away.

Behaviour

- The behaviour of pupils is good. There is effective adult supervision at breaktimes. Pupils show great maturity and consideration for others in the way they move around the school site and play in the playground. School records show that the number of poor behaviour incidents is low and is reducing over time. The overwhelming majority of pupils rise to the high expectations of them set by all members of staff.
- Observations in lessons show that pupils are able to work collaboratively with others and support each other's learning well. There is almost no behaviour that disrupts the learning of other pupils.
- Attendance overall is improving and is currently in line with the national average for primary schools. However, the attendance of some groups of vulnerable pupils is below average. The school monitors attendance carefully and is working hard with parents to improve this picture.

Outcomes for pupils are good

- Pupils' progress has improved since the previous inspection and is now good in all subjects and key stages.
- Attainment at the end of Key Stage 1 in reading, writing and mathematics has risen considerably since the well below average outcomes reported in 2013. In 2015, pupils' attainment in reading and writing was broadly average. However, attainment in mathematics was slightly lower. Too few pupils attain higher levels in mathematics at the end of Key Stage 1.
- In 2015, the proportion of Year 1 pupils that met the expected standard in the national phonics screening check improved and was in line with the national figure. This reflected good progress from their lower starting points. Those pupils who do not reach the expected standards at the end of Year 1 are well supported to catch up quickly in Year 2. They are encouraged to use their phonics knowledge extensively in Key Stage 1 lessons. This ensures they also improve their vocabulary and their reading and writing skills.
- The school's focus on improving progress in reading and writing since 2013 is paying dividends. Pupils regularly write at length and read every day. Pupils of all ages read enthusiastically and with pleasure.
- Pupils' progress in Key Stage 2 has improved and is good. Standards of attainment by the end of Year 6 have also risen since the previous inspection, particularly in reading. In Year 6 in 2015, most pupils reached the expected levels of attainment and a much higher than average proportion of girls reached the higher Level 5 in mathematics and reading. Almost all pupils made the expected rate of progress and

an above average proportion did better than this in each subject, particularly in writing.

- School assessment information and inspection evidence show that current pupils, including the most able, are achieving well across Key Stage 2. Pupils in all year groups clearly enjoy their learning. However, not all pupils in Key Stage 2 are encouraged to develop the independence and resilience necessary to ensure that they are well prepared for the next stage in their education.
- Disadvantaged pupils make good progress. The gaps in attainment between these pupils and their peers are disappearing rapidly. In 2015, disadvantaged pupils in Year 2 achieved higher standards in writing than their classmates.
- Pupils who have special educational needs or disability do well from their varied starting points. Pupils who start Key Stage 2 with lower prior attainment also do well because teachers ensure that the work they are set challenges them and that they are effectively supported in lessons.

Early years provision

is good

- Teaching in the Reception classes is good. Teachers have strong subject knowledge and use it to accurately assess the progress children are making and to plan the next steps of their learning. As a result, children are well supported to make good progress from their starting points.
- Assessments by staff showing what children already know and can do when they start school indicate that some children arrive with low levels of development, especially in language. Teachers are skilled at identifying and addressing the needs of these children and this helps them to make good progress. In 2015, the proportion of children reaching a good level of development, especially boys, was below the national average. School data and inspection evidence shows that their achievement is on track to rise this year to be in line with national expectations.
- Leadership of the early years is strong and there is a clear understanding of where provision can still be improved. The broad and balanced curriculum, along with a stimulating learning environment, captures children's interest. The well-structured start to the day enables children to quickly settle and begin their learning. Children want to be at school.
- Both teachers and teaching assistants know the children well and are able to adapt tasks quickly to meet their individual needs; for example, by adding an extra challenge for one child and using skilful questioning to coax a response from another in the same group.
- Language is modelled well and children soon rise to the expectation that they will speak in full sentences. Children are encouraged to use their knowledge of phonics to sound out new or tricky words. Praise is used to celebrate, as well as to reinforce and correct, children's use of imaginative language.
- The school uses a range of methods to keep parents well informed about the progress their children make. These include a mobile phone application, a virtual learning website and a fortnightly invitation to 'stay and play' with their child. Parents spoken to at the start of the day were very happy with the enthusiasm their children showed about coming to school and with how well they were learning.
- The behaviour of the children is very good whether they are playing together, listening to their teachers or reading together in pairs. They are able to concentrate on tasks well and are being introduced to strategies and ways of learning that will help them to successfully meet the expectations of Year 1.
- Children's statutory welfare, safeguarding and safety needs are met fully. Staff are trained to the correct level for first aid.

School details

Unique reference number	124613
Local authority	Suffolk
Inspection number	10009155

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

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	369
Appropriate authority	The governing body
Chair	Colin Monk
Headteacher	Christina Ashford
Telephone number	01394 284130
Website	Not currently available
Email address	trimleystmary@talk21.com
Date of previous inspection	28–29 January 2014

Information about this school

- This school is larger than the average-sized primary school.
- Most pupils are White British and speak English as their first language.
- The proportion of disadvantaged pupils eligible for support through the pupil premium is below average. (The pupil premium is additional government funding to support pupils known to be eligible for free school meals and who are looked after by the local authority.)
- The proportion of pupils who have special educational needs or disability is broadly average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress by the end of Year 6.

Information about this inspection

- Inspectors observed teaching in classes across the school.
- Inspectors looked at samples of pupils' work, listened to pupils read and held discussions with the school council and other groups of pupils about their learning and experience of school.
- Inspectors scrutinised a range of documentation, including information about pupils' progress, attendance and behaviour, the school's self-evaluation and plans for future improvement, as well as procedures for keeping pupils safe.
- Inspectors held meetings with the headteacher, other senior and subject leaders, and members of the governing body, and spoke to representatives from the local authority.
- Inspectors spoke to groups of parents in school and one by telephone. Fifty-four responses to Ofsted's online questionnaire, Parent View, were taken into account.
- Inspectors considered 43 answers to the online pupil questionnaire and 28 responses to the staff survey.

Inspection team

Lesley Daniel, lead inspector	Ofsted Inspector
Mandy Short	Ofsted Inspector
John Crane	Ofsted Inspector

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