

Inspection of Great Waldingfield Church of England Voluntary Controlled Primary School

Folly Road, Great Waldingfield, Sudbury, Suffolk CO10 0RR

Inspection dates: 5 and 6 April 2022

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Early years provision **Good**

Previous inspection grade Good

What is it like to attend this school?

Pupils are happy at this welcoming school. The school's Christian ethos helps pupils to understand how to be kind and respectful. Pupils readily accept one another, regardless of their background. In classrooms or on playgrounds, pupils willingly share their ideas and games. One parent, typifying the views others, stated, 'This school is a lovely, nurturing, inspiring place.'

Pupils are keen to learn and meet the challenge of teachers' high expectations. They quote 'The Waldingfield Way', which encourages pupils to work hard and always try. Pupils are proud to learn and be the best they can be.

Behaviour is good. Pupils are polite and conduct themselves well around the school. Pupils are confident and build good relationships with one another. They know that adults look after them and look out for them. Pupils said that they can talk to any adult if they need help. Bullying is rare at this school, but if it occurs adults deal with it swiftly.

Pupils feel that they have a voice and can give their views and opinions to help improve the school. Pupils have recently chosen to name classes after different continents. They think this will help their geographical knowledge.

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

Leaders and governors have high aspirations for pupils' academic and personal development. They have developed a high-quality curriculum to extend pupils' horizons. Leaders and staff have designed a well-sequenced and rich programme of learning across most subjects. Leaders have considered what the pupils need to know and remember in order to learn and achieve well. It begins as soon as the children start school in Reception.

In a few subjects, such as science and geography, leaders' intentions are not fully established. In these few subjects, pupils do not think as deeply about their learning as they could. They are not taught to apply their subject-specific knowledge to become experts.

Curriculum leaders have secure knowledge about their areas of responsibility. They share their expertise with teachers to ensure that everyone has the support they need to teach well. Leaders check the quality of teaching in their curriculum area and use this information well to refine their plans so that pupils learn well.

Pupils with special educational needs and/or disabilities (SEND) receive the support they need to help them learn. Leaders work with teachers to adapt learning activities to build pupils' learning in small steps. Adults provide additional support to help pupils grasp the essential knowledge they need to be successful. Pupils with SEND achieve well as a result.

From the moment children start in Reception, they learn to read. Staff follow a consistent approach to the teaching of phonics, so children learn their sounds quickly and well. Adults check that children recognise the sounds they need to read accurately. In key stage 1, most pupils read fluently. Older pupils understand the importance of reading. They enjoy the reading challenges and say their teachers inspire them to read a wide range of books.

Leaders are keen to develop pupils' understanding of difference and mutual respect. Pupils learn about different types of relationships. They know that healthy relationships rely on trust. Pupils enjoy opportunities to contribute to school life through their additional roles and responsibilities. Pupils understand what it means to be healthy, including their own mental well-being.

Pupils have the opportunity to attend different clubs. Some take place following requests by pupils, such as girls' football. Every pupil has the opportunity to learn a musical instrument. Some activities are now being reintroduced following the pandemic. There is still further work to promote pupils' interests by offering a wider range of clubs.

Governors support and challenge leaders well. They make use of their training to check the work of the school to ensure the quality of education continues to improve. Leaders make good use of the support provided by the local authority.

Staff are proud to work at the school. They feel leaders listen to them and are approachable. Staff support each other and work together well.

Safeguarding

The arrangements for safeguarding are effective.

Safeguarding has the highest priority at this school. Leaders ensure that staff are well trained to keep pupils safe. Leaders regularly check that all adults know how to identify any signs of concerns. Staff report their concerns no matter how small. Leaders act promptly on the information they receive to seek support for vulnerable pupils and their families.

Leaders have established an open culture where pupils are willing to share any issues. Pupils are encouraged to identify a trusted adult who they would talk to if they have any concerns. Pupils understand how to keep themselves safe inside and outside of school.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In a few subjects, the learning programmes created by leaders are not yet fully established. Pupils are not building a deep understanding of the subject-specific

knowledge they need to become more expert in their learning. Leaders should ensure that teachers understand how to deliver both the substantive and disciplinary knowledge content of their plans to secure pupils' understanding across all subjects.

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.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

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

Unique reference number	124699
Local authority	Suffolk
Inspection number	10212379
Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	191
Appropriate authority	The governing body
Chair of governing body	Mark van der Lande
Headteacher	Tina Hosford
Website	www.greatwaldingfield.suffolk.sch.uk
Date of previous inspection	4 and 5 May 2016, under section 5 of the Education Act 2005

Information about this school

- As a denominational Church of England faith school, a section 48 inspection of the school's religious character is planned to be carried out within this academic year.
- The chair of governors was appointed to this position at the start of the academic year, September 2021.
- The school manages a before and after-school care club.
- The school does not make use of an alternative provider.

Information about this inspection

The inspectors carried out this inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken into account their evaluation of the school.

- Inspectors carried out deep dives in these subjects: reading, mathematics, geography and physical education (PE). For each deep dive, inspectors met with subject leaders, spoke to teachers, spoke to some pupils about their learning, visited lessons and looked at samples of pupils' work where this was available. Inspectors also considered plans for music and science.
- Inspectors reviewed the arrangements for safeguarding by scrutinising records and through discussions with leaders, staff and pupils.
- Inspectors considered a range of documents, including leaders' self-evaluation and plans for improving the school.
- Inspectors spoke with three school governors, including the chair of governors. They met with a representative from the local authority. Inspectors also met parents informally as they collected children from school.
- Inspectors looked at 79 responses on the parental Ofsted online survey, Parent View. They also considered 79 free-texts. Inspectors reviewed 21 responses from the staff survey. There were no responses to the pupil survey. Inspectors spoke to pupils in lessons and at playtimes to gather their views about the school.

Inspection team

Steve Mellors, lead inspector

Her Majesty's Inspector

Darron Jackson

Ofsted Inspector

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