

Inspection of St Peter and St Paul Church of England Primary School, Eye

Church Street, Eye, Suffolk IP23 7BD

Inspection dates: 21 and 22 September 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	Not previously inspected under section 5 of the Education Act 2005

What is it like to attend this school?

Pupils enjoy attending this friendly school. They feel safe in school. Pupils benefit from the warm relationships that exist between them and staff. They treat each other with respect and kindness. Pupils value the moral messages they receive in class and assemblies. They are accepting of each other's differences and support each other to do well.

Pupils benefit from the high expectations that staff have for them. Their individual needs are planned for carefully by teachers. This means that all pupils are successfully included in school life.

Pupils learn how to behave well in class and at play time. Routines are well established to ensure that pupils have a calm and enjoyable experience. Children in early years are supported to settle in well as soon as they join the school. They benefit from a range of child-led activities which are carefully planned by staff to help them in their wider development.

Bullying is rare, but pupils are confident that staff would resolve any issues if they arose. There are some pupils who sometimes struggle to manage their behaviour. These pupils benefit from staff's skill and expertise, which supports them to access their lessons.

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

With the support of All Saints Schools Trust (the trust), school leaders have ensured that the school's curriculum is ambitious for all pupils. Leaders have carefully considered what they want pupils to know. They have ensured that the majority of teachers are well trained to deliver the curriculum effectively. As a result, most pupils, including those with special educational needs and/or disabilities, learn well.

In the best curriculum areas, leaders are clear about what pupils need to learn. Teachers break down the required knowledge into small chunks and deliver lessons that are effective at helping pupils to remember and apply the necessary knowledge and skills. Teachers use assessment effectively to understand what pupils know and to develop pupils' understanding. Teachers then provide additional support to pupils who require it. This allows all pupils to achieve well. In history, pupils in year 4 are able to discuss what they learned about Ancient Egypt this year, for example. They also remember important information about the Stone Age, Bronze Age and Iron Age, which they studied in previous years.

In some areas, leaders have not made the precise detail of what pupils need to know and remember explicit. Therefore, some teachers are less clear about what pupils need to know at key points. Subsequently, they are less effective at checking how well pupils are doing.

Leaders have made significant changes to reading within the school. There is a strong focus on reading from early years upwards. When children enter early years, they are immediately introduced to stories and picture books. This supports their early enjoyment of reading. Leaders introduced a new phonics programme in April 2022. They have ensured that pupils learn and remember the sounds for letters and how to decode words. Pupils who struggle with phonics and early reading are given targeted support by well-trained staff. This helps them to quickly catch up. Pupils across the school read regularly and love reading.

Teachers ensure that pupils learn routines which support appropriate classroom behaviour. From their arrival into early years, children are taught appropriate behaviours for learning, such as how to sit on the mat and listen to the teacher. The vast majority of pupils behave well and attend school regularly. They have good relationships with their peers. Parents and carers are very positive about the school. Some teachers are not as effective as most at promptly identifying and refocusing pupils who have become distracted. This means that these pupils achieve less well than their peers.

Leaders have ensured that all pupils access a high-quality provision for their personal development. Pupils learn tolerance and respect for others. They understand and respect that people have differences, and they support each other to achieve. Leaders ensure that pupils know how to stay safe.

Staff are proud to work at the school. They value the support they receive from the trust and the headteacher. Leaders consider their workload. Governors understand their responsibilities and hold leaders to account regarding the vision and financial management of the school. Governors are effective in fulfilling their statutory duties.

Safeguarding

The arrangements for safeguarding are effective.

Leaders have ensured that staff are trained to identify any pupils who may be at risk of harm. They have introduced a new recording system which staff use to report any concerns. Staff have a good understanding of issues that may impact on their community, such as the rise in the cost of living.

Where appropriate, leaders liaise with other agencies to ensure that pupils receive the help that they may need. Leaders have ensured that staff and pupils are aware of any risks online and offline, and that pupils know how to stay safe.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some areas, staff are not sufficiently trained in ensuring that all pupils are focused on their learning. Sometimes, when pupils are distracted, they are not supported to re-focus quickly enough and are at risk of falling behind their peers.

Leaders need to ensure that teaching staff are equipped with the expertise to support all pupils to engage with their learning in a timely manner.

- Leaders need to ensure that all staff have sufficient training in the delivery of the subjects that they teach. Occasionally, teachers are less confident in their understanding of what information pupils need to know and when. They are then less effective at checking for understanding and applying appropriate strategies for helping pupils remember this important knowledge. Leaders need to ensure teachers are clear about what pupils need to know and check whether pupils have learned it effectively.

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](#)' 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	145692
Local authority	Suffolk
Inspection number	10238305
Type of school	Primary
School category	Academy converter
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	170
Appropriate authority	Board of trustees
Chair of trust	James Hargrave
Headteacher	Gemma Watts
Website	www.stpeterandstpaulschool.co.uk
Date of previous inspection	Not previously inspected

Information about this school

- St Peter and St Paul Church of England Primary School is a voluntary aided school which joined All Saints Schools Trust in April 2018.
- The headteacher was appointed in January 2022.
- The school opened an on-site nursery in September 2022.
- The school does not currently make use of alternative provision.
- The school provides a breakfast club from 7.45am and an after-school club that is open until 4.30pm.

Information about this inspection

The inspector(s) carried out this graded 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 that into account in their evaluation of the school.

- Inspectors carried out deep dives in early reading, mathematics, history and science. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors also spoke to leaders about the curriculum in physical education.
- The lead inspector met with staff responsible for the administration of the single central record of recruitment and vetting checks. The lead inspector met with the designated safeguarding lead to discuss the arrangements that are in place to safeguard pupils. The lead inspector scrutinised the school's safeguarding records and spoke to the chair of governors regarding safeguarding.
- Inspectors met with pupils to discuss their experience of school, including behaviour and bullying.
- An inspector met with leaders to discuss pupils' personal development and enrichment opportunities as well as their behaviour and attendance. Inspectors also spoke to leaders about staff's professional development.
- The lead inspector met with the school's special educational needs coordinator.
- Inspectors reviewed 50 pupil responses to Ofsted's online survey. Inspectors took account of 36 responses to Ofsted Parent View, including 27 free-text responses. They also considered seven direct comments from parents. Inspectors considered the 17 responses to Ofsted's staff survey.

Inspection team

Bessie Owen, lead inspector

His Majesty's Inspector

Craig Avieson

Ofsted Inspector

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