

Inspection of Hundon Community Primary School

North Street, Hundon, Sudbury, Suffolk, CO10 8EE

Inspection dates: 5–6 March 2020

Overall effectiveness **Good**

The quality of education	Good
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Good

What is it like to attend this school?

Pupils enjoy coming to school. They have good attendance because they love learning, working and playing with their friends. There is a caring and loving ethos which runs throughout the school. Pupils play happily and are very kind to each other. The school's tree of values is well established. Pupils understand these values and demonstrate them in all areas of school life. They are very happy and feel safe.

Adults have high expectations of pupils' learning and behaviour. Pupils and adults have warm and positive relationships. Pupils' conduct and attitudes towards their learning are exemplary. Older pupils set a good example to the younger ones. Pupils are well mannered and polite in all their interactions. They speak confidently with adults. Pupils have no concerns about bullying but they know who to speak to if they do have any worries.

Adults want pupils to do well. Pupils enjoy the interesting themes and activities that teachers plan to help them learn. They work well together and show resilience when working on challenging activities. They show highly positive attitudes to their learning at all times.

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

The school provides a good quality of education. The headteacher's strong leadership and vision has ensured that there have been many improvements since the last inspection. She has developed the capacity of leadership and improved the quality of teaching and learning. Staff share this vision and have high expectations for pupils' achievement.

Leaders have a clear plan for what pupils should learn. They have reviewed the curriculum and carefully planned what pupils should learn in each subject. Leaders have ensured that lessons are taught in a logical order, so that pupils can make the best possible progress. Senior leaders are ensuring that subject leaders and teachers have the right skills and subject knowledge to lead and implement these plans.

Leaders place a high priority on pupils learning to read from the early years upwards. Effective teaching of phonics ensures that children develop their early reading skills. Older pupils are fluent readers, as a result of well-planned reading lessons. The school's mantra is to help pupils to keep up rather than have to catch up. Any pupils identified as needing extra help receive this quickly so that they do not fall behind. This ensures that they are able to use their reading skills in other curriculum areas. Texts are carefully matched to the curriculum themes. Pupils read and explore a range of authors and texts.

Leaders are changing the curriculum in mathematics and writing. Their current plans have improved pupils' learning in these subjects. They have introduced 'musts', the

non-negotiables for writing and mathematics. Pupils are improving the quality of their work and presentation in these subjects. Leaders know that they need to ensure that the same improvements and standards are seen in pupils' writing in all subjects.

Pupils with special educational needs and/or disabilities (SEND) are effectively supported. Teachers skilfully adapt learning activities to meet these pupils' needs in class. Adults have a precise understanding of the needs of pupils with SEND. They identify pupils' needs well.

Leaders place a strong emphasis on developing pupils' personal development and well-being. The federation's philosophy is: 'laying the foundations for a bright future'. There is a clear vision for children to become the 'best that they can be'. This applies to all aspects of their lives, not just the academic. Leaders ensure that pupils develop their sporting skills, as well as their academic learning.

Pupils effectively learn about and appreciate different beliefs and cultures. There is an active school council, which is democratically elected. Pupils take part in a range of fundraising activities. This includes involvement with a local food bank. They are well prepared for life in modern Britain.

Reception children get off to a good start. Adults plan to meet each child's needs from their individual starting points. They provide children with an appropriate balance of children choosing their own learning activities with more formal lessons. This includes a strong focus on developing early reading skills. All areas of learning are provided for. Outdoor provision does not yet provide enough opportunities for children to build on their indoor learning.

Governors share the headteacher's vision for providing pupils with a strong quality of education. They have set the strategic direction for the federation. Governors use their effective systems to check the school's work.

Staff are proud to work at the school. They feel valued and supported. Parents and carers are also very positive about the way leaders are improving the school.

Safeguarding

The arrangements for safeguarding are effective.

All staff are highly vigilant and care for pupils very well. There is a strong culture of safeguarding and a high regard for ensuring pupils' well-being. Leaders provide staff with regular and effective safeguarding training. They quickly follow up any concerns that are raised. Governors regularly check the school's procedures to make sure that they are effective.

Pupils learn the skills and knowledge they need to keep themselves safe. They say they feel safe. Parents are also confident that the school keeps their children safe.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Leaders have brought about improvement in many subjects. This includes in reading, writing and mathematics. Actions to improve the curriculum and quality of teaching and learning in these subjects are having a tangible impact. A few inconsistencies remain. Leaders should ensure that adults have the same expectations about the quality of pupils' writing in all areas of the curriculum.
- The curriculum for a few foundation subjects is in the early stages of implementation. Leaders should continue to implement their plans fully, making sure that teachers have the appropriate subject knowledge to deliver their plans.
- Leaders should ensure that in the early years class outdoor learning opportunities build on those experienced indoors, so that children develop their knowledge and skills across all areas of learning.

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 Ofsted Parent View information 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	124538
Local authority	Suffolk
Inspection number	10121395
Type of school	Primary
School category	Community
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	81
Appropriate authority	The governing body
Chairs	Penny Smith and Carol Thompson
Headteacher	Sharon FitzGerald
Website	www.hundon.suffolk.sch.uk
Date of previous inspection	5 February 2019, under section 8 of the Education Act 2005

Information about this school

- Hundon Community Primary School is federated with Thurlow Church of England Primary School. The headteacher, deputy headteacher and subject leaders work across both schools.
- The school is much smaller than the average-sized primary school.

Information about this inspection

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

- We met with the headteacher, deputy headteacher and other leaders. We spoke with teachers and pupils.
- I met with members of the governing body, including the co-chairs, and had a telephone conversation with a representative of the local authority.
- In order to check the effectiveness of safeguarding, we checked the school's single record of staff recruitment, met with the designated safeguarding lead and scrutinised documentation related to child protection.

- We looked at a range of documentation, including school improvement plans, self-evaluation documents, records of governors' visits, minutes of governors' meetings, school attendance records and curriculum documents.
- We met with parents informally, as they arrived at school for the beginning of the day. We considered 13 responses to Ofsted's Parent View survey as well as free-text responses.
- We carried out deep dives in reading, writing, mathematics and history, to evaluate the quality of education. This included speaking to the leaders of these subjects, visiting lessons and speaking with pupils and teachers. We also looked at pupils' work and heard pupils read.

Inspection team

Joan Beale, lead inspector

Ofsted Inspector

Angela Savill

Ofsted Inspector

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Piccadilly Gate
Store Street
Manchester
M1 2WD

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