

Inspection of Stutton Church of England Primary School

Holbrook Road, Stutton, Ipswich IP9 2RY

Inspection dates:	4 and 5 March 2025
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Requires improvement

The headteacher of this school is Crystelle Edwards. This school is part of ASSET Education Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer (CEO), Clare Flintoff, and overseen by a board of trustees, chaired by Simon Evans-Evans.

What is it like to attend this school?

Pupils love their school. They learn in a warm, happy and caring place. The school aims high for pupils academically and socially. Staff expect the best of pupils in their learning and conduct, starting in the early years. As a result, pupils have very positive relationships with each other and work hard. They behave and achieve well.

The school's values of success, resilience, ambition and being a team player are the core of school life. Pupils respect these strong values and are keen to live up to them. They aspire to be 'Stutton stars' every day. Pupils respect each other's uniqueness and enjoy each other's company. They are very happy in school.

Pupils know that staff prioritise their well-being and safety. They trust staff to listen and help when they are worried or upset. Pupils learn how to be good friends with everyone. Consequently, pupils feel safe.

Pupils have many opportunities to develop personally. They hear about the wider world, meet new people and celebrate their own and others' individuality. They enjoy a wide range of clubs and activities, including choir, cookery club and visits to art galleries. The range of opportunities allows everyone's individual 'light' to shine.

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

The school has developed a rich, ambitious curriculum. The knowledge that pupils should learn is organised logically in many subjects. For example, in the early years, children learn basic number facts. Older pupils develop an understanding of how to apply their mathematical knowledge to solve more complex problems. Staff are well trained. They use the information they receive from leaders to enable them to teach well. Staff use effective, consistent language and resources to help pupils learn. They ask questions and allow time for discussion.

In many subjects, staff use their checks on pupils' learning effectively. In these subjects, staff ensure pupils revisit, embed and apply their learning over time. This helps all pupils to learn well. However, in a few subjects, the important knowledge teachers should emphasise and help pupils remember is not identified clearly. Consequently, teachers' checks on pupils' learning are less effective in these subjects. They do not spot some pupils' misconceptions, and pupils develop gaps in their knowledge.

The school prioritises reading from when children start school in Reception. The phonics programme is designed and implemented effectively. Pupils enjoy the familiar routines and resources they use to help them learn. Staff regularly check pupils' phonics knowledge. Pupils who need help to keep up receive support quickly. Pupils practise their reading often, using books that match their phonics knowledge. Older pupils discuss their favourite books eagerly. Pupils become confident, fluent and proud readers.

All staff have the same clear expectations about how pupils engage in learning and treat others. This starts in Reception, where children learn routines and rules and the reasons

for them. Pupils understand and respect the rules. They behave consistently well. They learn in calm, orderly classrooms where pupils listen carefully to staff and each other. Older pupils routinely support their classmates. As a result, pupils' learning is very rarely interrupted. Pupils have positive attitudes to learning, and relationships are harmonious.

The school prioritises attendance. Leaders work effectively to identify and help pupils who need support to come to school regularly. The school does all it can to remove barriers to pupils attending well. As a result, pupils who have been absent frequently improve their attendance over time.

The school has a strong, inclusive ethos. It identifies pupils' individual needs effectively, including those of pupils with special educational needs and/or disabilities (SEND). Staff know all pupils very well. They are skilled in making adaptations for pupils who need them. Pupils with SEND learn the curriculum alongside their friends. They receive support to help them achieve their own goals. Pupils with SEND make strong progress through the curriculum.

The school is ambitious for pupils personally as well as academically. Pupils take their responsibilities very seriously. They are proud to look after younger pupils and promote reading as 'reading ambassadors'. They understand that people are sometimes chosen for roles democratically. They are excited to be candidates for important jobs. Pupils learn about dangers when working online. They enjoy discovering their community, for example through local history projects and visits to art galleries. The school promotes pupils' wider development well.

The school works effectively to ensure it is improving. It is mindful of staff workload when checking if the school meets its ambitious aims and vision. Staff are proud to be part of this small school.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some curriculum areas, the most important knowledge pupils need to know and remember is not clearly identified. This means teachers' checks on pupils' learning do not identify and address gaps in pupils' knowledge. The school should ensure that the important knowledge pupils need to learn is identified clearly in all subjects and that the processes to check pupils' understanding are used effectively, so pupils build a deep body of knowledge across the full range of subjects in the curriculum.

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	145979
Local authority	Suffolk
Inspection number	10345506
Type of school	Primary
School category	Academy sponsor-led
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	74
Appropriate authority	Board of trustees
Chair of trust	Simon Evans-Evans
CEO of the trust	Clare Flintoff
Headteacher	Crystelle Edwards
Website	www.stuttonprimary.co.uk
Dates of previous inspection	2 and 3 November 2022, under section 5 of the Education Act 2005.

Information about this school

- The school uses one registered alternative provision.
- The school is part of the ASSET Education Trust.
- This is a Church of England school in the Diocese of St Edmundsbury and Ipswich. The last statutory inspection of its denominational education and collective worship, under section 48 of the Education Act 2005, was in September 2011. The next section 48 inspection will take place by the end of 2025.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005. During a graded inspection, we grade the school for each of our key judgements (quality of education; behaviour and attitudes; personal development; and leadership and management) and for any relevant provision judgement (early years and/or sixth form provision). Schools receiving a graded inspection from September 2024 will not be given an overall effectiveness grade.

- Inspections are a point-in-time evaluation about the quality of a school's education provision.
- Inspectors discussed any continued 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, religious education and computing. During the deep dives, inspectors held discussions with the school, visited a sample of lessons, looked at pupils' work, spoke to pupils about their work and spoke to staff. Inspectors also discussed the curriculum in some other subjects.
- To evaluate the effectiveness of safeguarding, the inspectors reviewed the single central record; took account of the views of leaders, staff, parents 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 examined a range of documents provided by the school. Inspectors looked at records related to attendance, behaviour, safeguarding and pupil movement.
- Inspectors met with senior leaders, a selection of subject leaders and teaching staff
- A representative of the Diocese of St Edmundsbury and Ipswich spoke to the lead inspector.
- The lead inspector met with chair and vice-chair of trustees, representatives of the local governing body and the CEO and deputy CEO of the trust.
- Inspectors spoke to the lead teacher of the alternative provision used by the school.
- Inspectors considered the responses to the online survey, Ofsted Parent View. They also took account of the online surveys for staff and pupils.

Inspection team

Debbie Rogan, lead inspector

Ofsted Inspector

Sue Cox

Ofsted Inspector

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