

# Rougham Church of England Voluntary Controlled Primary School

## Inspection report

---

<b>Unique reference number</b>	124756
<b>Local authority</b>	Suffolk
<b>Inspection number</b>	380974
<b>Inspection dates</b>	8–9 February 2012
<b>Lead inspector</b>	Nick Butt

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

---

<b>Type of school</b>	Primary
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	4–9
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	128
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Ian Clarke
<b>Headteacher</b>	Karen Rees
<b>Date of previous school inspection</b>	12 October 2006
<b>School address</b>	Church Road Rougham Bury St Edmunds IP30 9JJ
<b>Telephone number</b>	01359 270288
<b>Fax number</b>	01359 270288
<b>Email address</b>	ht.rougham.p@talk21.com

---

<b>Age group</b>	4–9
<b>Inspection date(s)</b>	8–9 February 2012
<b>Inspection number</b>	380974



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit [www.parentview.ofsted.gov.uk](http://www.parentview.ofsted.gov.uk), or look for the link on the main Ofsted website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2012



## Introduction

Inspection team

Nick Butt

Additional inspector

This inspection was carried out with two days' notice. The inspector observed 15 part lessons taught by six teachers; meetings were held with members of the governing body, with a wide range of staff and pupils, and informally with parents and carers. The inspector took account of the responses to the online questionnaire (Parent View) in planning the inspection, observed the school's work, and looked at a wide range of documentation including self-evaluation documents, strategic plans and other development plans. The inspector scrutinised 58 questionnaires returned by parents and carers, together with those returned by staff and pupils.

## Information about the school

Rougham is smaller than the average-sized primary school. Almost all pupils are White British. The proportion of pupils known to be eligible for free school meals is below average. The proportion of disabled pupils and those who have special educational needs is above average.

This term, the school has formed a soft federation with another local primary school and the headteacher of Rougham is executive headteacher of both schools. The role of deputy headteacher is shared between two senior leaders. Suffolk schools are undergoing reorganisation and there are plans for this school to become an all-through primary with pupils leaving at the end of Year 6. The school has been awarded the Eco Green Flag.

There is a privately run pre-school on site that offers wrap-around care and is subject to separate inspection arrangements.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

<b>Overall effectiveness</b>	<b>2</b>
<b>Achievement of pupils</b>	<b>2</b>
<b>Quality of teaching</b>	<b>2</b>
<b>Behaviour and safety of pupils</b>	<b>1</b>
<b>Leadership and management</b>	<b>2</b>

## Key findings

- Rougham is a good school. Pupils achieve well and standards are above national expectations by the time they leave. The headteacher and the two deputy headteachers have a clear vision for improvement that is shared by all staff.
- Teaching is almost always at least good. There is a good level of challenge in lessons, especially for more-able pupils, many of whom are attaining the higher levels in each year group.
- There are good opportunities for pupils to be actively involved in learning. They are supported well by an experienced and skilful team of teaching assistants.
- The use of individual target-setting to help pupils reach their full potential is inconsistent across the school. While most pupils can talk about their targets, they are not always sure how they will know when they have reached them.
- The marking of writing is generally good, with advice for pupils on improving their work and high expectations of presentation. This good practice is not always extended to other subjects. In particular, expectations concerning topic work vary between classes.
- Pupils typically behave extremely well. They give the 'thumbs up' about behaviour and say there is no bullying of any kind. There are high levels of collaboration and cooperation between pupils. They have an excellent understanding of how to keep safe, and say that they feel completely safe in school. Their very positive views are borne out by parents and carers.
- The newly formed soft federation has created opportunities for the professional development of Rougham staff, is building leadership capacity within the school and making a valuable contribution to the spiritual, moral, social and cultural development of pupils. For example, pupils from both schools are combining to sing at the arts centre, Snape Maltings.

## What does the school need to do to improve further?

- Improve the consistency of target-setting for individual pupils by:
  - adopting the best practice consistently across the school

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

- helping pupils to assess when they have reached their targets.
- Improve written feedback to pupils and the presentation of their work by:
  - consistently showing them how to improve their work
  - extending the high expectations of how pupils present their work found in literacy books to all subjects, especially topic sessions.

## Main report

### Achievement of pupils

Pupils are very enthusiastic about their learning and participate wholeheartedly in lessons. For example, Reception children were delighted to learn the new sound 'ai' as part of their learning on the sounds letters make and thought of words that might contain it. Pupils work together extremely well in pairs or groups. For example, Year 3 pupils collaborated enthusiastically in conducting a piece of music they were composing together.

Children join the Reception class with a wide range of skills and understanding that are generally below those expected, especially in writing. They make good progress because they take part in exciting and purposeful activities that develop their early literacy and numeracy skills well. By the end of Reception, standards are broadly average in most areas of learning, though a little below in writing. Pupils continue to make good progress in Key Stage 1 and 2 because of consistently good teaching so that attainment is generally above expectations by the end of Year 4, with a greater proportion of pupils than usual attaining the higher levels in reading and writing.

Attainment in reading was above average by the end of Year 2 in 2011. The school teaches reading well, so that pupils know how to use a range of strategies to tackle words they do not recognise. Pupils develop more advanced reading skills in Key Stage 2, such as inference and prediction, and learn to ask searching questions through their philosophy lessons. In the current Year 4, attainment in reading is well above national expectations. All groups of pupils, including those known to be eligible for free school meals, achieve well compared with pupils nationally and there are now no gaps in performance. The school is quick to identify any pupils at risk of falling behind through its effective tracking system and intervenes promptly to support them in catching up. Parents and carers strongly agree that their children are achieving well, a view supported by inspection findings.

Disabled pupils and those who have special educational needs make good progress and their performance is monitored closely. They receive skilful and targeted support individually and in groups from teaching assistants. Individual education plans reflect pupils' particular needs and are adapted regularly as their attainment improves.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Quality of teaching

Teachers have high expectations of pupils and make very clear to them what they are meant to learn in each lesson and how they will know if they have been successful. Teachers have good subject knowledge and run lessons at a brisk and purposeful pace. Year 1 pupils made good gains in their learning as they added three numbers together and looked for patterns. They showed great curiosity about numbers and could check their answers to make sure they were correct based on their secure knowledge of number facts.

Pupils find lessons engaging and exciting, as teachers use a wide range of strategies to interest them, including movement and singing. For example, pupils in Year 2 engaged in active learning as they prepared to give one another instructions for completing a task in physical education. The planned curriculum takes into account pupils' prior understanding well, and ensures that tasks are matched suitably to their needs. Teaching assistants play a valuable role in supporting and challenging groups of pupils.

There is good practice in setting individual targets for pupils in Year 4, who understand what they have to do to reach the next level and are confident in assessing their progress. Target setting is not consistently well developed across the school, however, and while most pupils know they have targets not all of them can explain how they will know when they have reached them. Teachers mark pupils' written work well and give them good pointers for improvement, but advice is not so consistent in other subjects. The presentation of pupils' work is neat in their literacy books, but varies elsewhere, especially in topic sessions.

Teaching has a very positive impact on pupils' spiritual, moral, social and cultural development, as pupils are encouraged to reflect at depth about their learning and often collaborate together. Teachers create special memorable moments for pupils, such as when Reception children welcomed parents and carers into the classroom to help them make model dinosaurs out of newspaper. This generated great excitement and various fierce monsters emerged from the flurry of activity. Parents and carers speak highly of the quality of teaching and pupils say how much they enjoy their lessons: views endorsed by inspection findings.

## Behaviour and safety of pupils

Pupils believe typical behaviour is extremely good and say 'everyone tries their best'. They say there is no bullying, including name-calling or racist bullying. Parents and carers strongly agree that pupils' behaviour over time is a strength of the school and that bullying is not an issue. They say that any concerns they may have are dealt with promptly and decisively by staff. Inspection findings and the school's records support these views. Pupils have an extremely good understanding of the types of behaviour that may contribute to bullying, including cyber-bullying. Pupils have excellent attitudes to learning, enabling lessons to proceed at a brisk pace, and enter fully into activities. They understand extremely well what could create potentially

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

unsafe situations and know how to keep themselves and their classmates safe. They contribute their views about how to keep safe when going on educational visits and as play leaders ensure that games are played safely and fairly at break times. The vast majority of pupils attend school well, and attendance has been rising rapidly in recent years, an indication of pupils' great enjoyment of learning.

## **Leadership and management**

The headteacher has an ambitious vision for the school and is steering it successfully through a period of rapid change. The soft federation with another local primary school has created opportunities for the sharing of good practice across both schools and for pupils to learn together and make new friends. The focus on improving the quality of teaching at Rougham has been successful so that almost all teaching is now at least good. The headteacher gives detailed feedback to staff and the deputy headteachers work alongside their colleagues to demonstrate high quality practice. Teachers observe one another through 'lesson study', ensuring that there is a reflective climate and a desire to hone their skills even more.

The school's well-organised monitoring programme includes taking into account pupils' perceptions of their learning. Self-evaluation is accurate and results in well-written strategic plans that are helpful working documents and set out the school's key priorities for improvement. The governing body knows the school well and provides a good level of challenge and support. Members of the governing body use their expertise to give the school a strong strategic vision, and have contributed in many positive ways to the smooth operation of the new federation. The governing body ensures that safeguarding arrangements meet all requirements and that staff are fully trained and vigilant. The school has made good progress since its last inspection and has a strong capacity for further improvement.

The curriculum is broad and balanced and enhanced by a wide variety of visits to places of interest, such as the British Museum and Framlingham Castle. The curriculum contributes very well to pupils' spiritual, moral, social and cultural development, for example through pupils writing to their pen pals in schools in Zimbabwe and Tanzania. The school's strongly-held values give pupils a clear moral compass that is demonstrated in their excellent behaviour and consideration for others. During the inspection, pupils came to school in rainbow colours to raise money for a local children's ward, each class sporting a different colour and staff all wearing purple. There was a special moment in the assembly, with pupils creating a human rainbow grouped in their bands of colour and singing the song 'Sing a Rainbow' with great enthusiasm.

The school engages well with parents and carers. They are encouraged to become involved through sharing learning with their children and attending workshops and special lunches. Parents and carers who returned questionnaires were overwhelmingly positive about their children's experiences. One, reflecting the views of many, said, 'Pupils are nurtured, supported and cared for. Parents and carers are included as part of the school family. Lessons are fun, inspiring and thoughtful.' The

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

school promotes equality and tackles all forms of discrimination well, ensuring that no group of pupils falls behind, and that the needs of all, including those whose circumstances may make them vulnerable, are well met.



## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	46	46	8	0
Primary schools	8	47	40	5
Secondary schools	14	38	40	8
Special schools	28	48	20	4
Pupil referral units	15	50	29	5
All schools	11	46	38	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 August 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the governors and headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.
Safety	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



10 February 2012

Dear Pupils

**Inspection of Rougham Church of England Voluntary Controlled Primary School, Bury St Edmunds, IP30 9JJ**

Thank you for welcoming me to your school and sharing your views with me both in person and through the questionnaires you completed. I agree with you that Rougham is a good school. Here are some of its particular strengths.

- You make good progress in your learning and do better than most pupils in similar schools.
- You enjoy your learning because the teaching is almost always good and teachers make lessons fun and exciting.
- Your behaviour is excellent and you look after one another with great care.
- You have a very good understanding of how to keep safe and say that you feel safe in school.
- You go on many interesting visits to enhance your learning.
- The school is led and managed well by the headteacher and the deputy headteachers.

Even a good school can become even better, so I have asked your teachers to:

- make sure you know what your individual targets are to help you to improve your work and to know when you have reached them
- give you plenty of advice in all subjects about how to get even better and to make sure that your work is neatly presented at all times.

You all can help by working hard to reach your individual targets and taking pride in your work, especially during topic sessions.

Thank you once again for your help and my best wishes for the future.

Yours sincerely

Nick Butt  
Lead inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone **0300 123 4234**, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).