

Inspection of Rougham Church of England Primary School

Church Road, Rougham, Bury St. Edmunds, Suffolk IP30 9JJ

Inspection dates: 14 and 15 May 2024

Overall effectiveness

Good

The quality of education

Good

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Good

Early years provision

Outstanding

Previous inspection grade

Requires improvement

The headteacher of this school is Clare Clark. This school is part of The Tilian Partnership, a multi-academy trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Andrew Berry, and overseen by a board of trustees, chaired by Stephen Yapp.

What is it like to attend this school?

Pupils at Rougham Primary School thrive because of their teachers' very high expectations. The school is a happy and welcoming place to learn. Staff nurture positive relationships with pupils. They encourage pupils to 'let their light shine'. Pupils are safe.

From Reception, pupils learn to be curious, confident, independent learners. They are sensible, kind and respectful. They are extremely well behaved. Reading is at the heart of the curriculum. This ensures pupils develop a love for reading from the start of Reception. Pupils are enthusiastic about their learning, and they achieve well. They are keen to share what they have learned. However, some pupils struggle to remember key learning from some areas of the curriculum.

Pupils' voice is celebrated. School councillors and play and digital leaders respectfully share their opinions on how to improve their school. Their teachers listen and make changes. For example, pupils now run some lunchtime clubs. Therefore, pupils gain experience of leadership. Pupils appreciate a rich range of extra-curricular activities. Pupils talk enthusiastically about the different clubs that they enjoy. They sing in the choir, improve their coding and play a variety of sports. These opportunities help pupils build new skills and confidence.

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

The school has designed a broad and ambitious curriculum that allows pupils to build on what they already know. From Reception, staff support pupils to learn more, do more and remember more. Older pupils benefit from the updated curriculum. The impact of this is seen in pupils' deep understanding of what they have learned as they grasp more complex ideas. Staff are highly trained. They know pupils well and ask questions to check and deepen pupils' understanding. Staff quickly address any misconceptions.

In most areas of the curriculum, staff make sure pupils revisit learning. This means that pupils master key skills ready for new learning. As a result, pupils achieve well. However, in some subjects, changes are recent. Where this is the case, pupils struggle to recall their earlier learning. This is because it is unclear when previous learning will be revisited or how pupils will connect what they have learned before to new concepts.

The school prioritises learning to read. Pupils delight in the opportunity to recommend texts for the whole school to read. Children in Reception learn the sounds that letters make and quickly learn to read. They apply this knowledge to all areas of their learning, especially to their writing, with confidence. Pupils who find reading tricky receive the support they need to build their phonics knowledge and confidence to read fluently. Pupils enjoy the discussions and debates that they have about the texts they are reading.

From Reception, staff accurately identify pupils with special educational needs and/or disabilities (SEND). This means that pupils get the right support as early as possible. This continues through the school. The school provides effective training so that staff are well equipped to meet the needs of all pupils. Staff receive precise information on how to support pupils with SEND to access the same curriculum as their peers.

Pupils' attendance is high. Pupils do not want to miss valuable learning. Staff check attendance carefully and use effective strategies to promote good attendance. Pupils learn key skills for positive attitudes to their learning, such as resourcefulness. They are resilient, especially when learning difficult concepts. Pupils are mature and articulate their emotions confidently. They support one another to be the best version of themselves. Pupils value the well-being support in the school and the activities that are on offer such as nurture group sessions which help them to overcome challenges.

The school's curriculum for the personal development of pupils is exceptional. It centres around the school's core values for life, which permeate every aspect of school life. The school hones well-rounded citizens as well as successful learners. Pupils understand the importance of respect and tolerance. They celebrate different faiths and cultures. Pupils know that being yourself is important. The school has put in place a wide range of clubs that all can enjoy. Pupils enjoy performing for the school community and representing their school at events.

Those responsible for governance are knowledgeable and committed to the school's improvement. Governors provide effective challenge and support to school leaders. The school has taken effective action to address weaknesses that previously existed. Staff are passionate about their school. They are proud and happy to work at the school. They feel well supported by the school leaders who help them to be at their best.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In a small number of subjects, the school has not identified when pupils will revisit previous learning. This means that pupils' gaps in knowledge and understanding remain. This makes it difficult for pupils to grasp harder concepts later. The school should ensure that they include regular opportunities to revisit key information so that pupils build on what they know and can do in 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.

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	145237
Local authority	Suffolk
Inspection number	10336978
Type of school	Primary
School category	Academy sponsor-led
Age range of pupils	5 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	202
Appropriate authority	Board of trustees
Chair of trust	Stephen Yapp
CEO of the trust	Andrew Berry
Headteacher	Clare Clark
Website	www.roughamprimary.net
Dates of previous inspection	5 and 6 April 2022, under section 5 of the Education Act 2005

Information about this school

- The school does not use any alternative provision.
- The school is part of the Tillian Partnership Trust. The school governors have delegated responsibility from the trust.
- The school has a Christian character and ethos. It is part of the Diocese of St Edmundsbury & Ipswich. The next section 48 inspection will be in the next two years.

Information about this inspection

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

- Inspections are a point-in-time judgement 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.

- To evaluate the effectiveness of safeguarding, the inspectors reviewed the single central record; took account of the views of leaders, staff 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 met with the headteacher and leaders responsible for safeguarding, behaviour, attendance and early years.
- Inspectors met with representatives from the trust, including the chief executive officer.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, history and art. For each deep dive, inspectors visited lessons, reviewed curriculum plans and spoke with curriculum leaders and teachers. They also spoke with pupils about their learning and looked at the work they had completed.
- Inspectors reviewed curriculum documentation in science and personal, social, health and economic education.
- Inspectors met with the special educational needs and disabilities coordinator.
- Education, health and care plans and other support plans for pupils with SEND were reviewed. Inspectors visited lessons to see how pupils with SEND are supported to learn.
- The team scrutinised the school's records of behaviour and attendance and spoke with several groups of pupils to understand their experience of school.
- Inspectors met leaders to discuss pupils' behaviour and reviewed the school's data on suspensions.
- Inspectors met with representatives from the local governing body.
- Inspectors considered responses to Ofsted's pupil and staff surveys. They considered responses to Ofsted Parent View, including free-text comments.

Inspection team

Nerrissa Bear, lead inspector

His Majesty's Inspector

Tracy Walker

Ofsted Inspector

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