

# Inspection of Clough and Risegate Community Primary School

Chopdike Drove, Gosberton Clough, Spalding, Lincolnshire PE11 4JP

---

Inspection dates: 18 and 19 June 2024

**Overall effectiveness** **Good**

---

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

## **What is it like to attend this school?**

Pupils are rightly proud of the school. A pupil, echoing the views of many, commented, 'It's an honour to be at this school. It means a lot to all of us.' Another said, 'It's adventurous and fun!'

Pupils are welcoming, polite and respectful. They are treasured, nurtured and cared for. Their welfare and well-being are supported through strong pastoral care. Pupils and adults live out daily the school's motto, 'Together everyone achieves more'.

High expectations of behaviour are met. Lunchtimes are joyous and sociable occasions. Pupils care for one another. Older pupils delight in looking out for, and playing with, younger pupils. Pupils have positive attitudes to learning. They achieve well.

Pupils gain from varied outdoor experiences. They marvel as they explore a beehive. They take pride in their fruit and vegetable growing. Pupils take their leadership responsibility seriously, for example, as road safety officers and house captains. They value a wide range of clubs and activities, including the choir, crochet and crafts, drama and sports clubs.

Parents and carers are overwhelmingly positive about the school. A parent, typical of many, commented, 'This school is absolutely fantastic, and I wouldn't want my child anywhere else.'

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

Leaders have developed the school's curriculum to be broad and as ambitious as the national curriculum. Many subject curriculums, including English and mathematics, are well thought out. In mathematics, pupils revisit and build learning over time. They consolidate their understanding of key mathematical knowledge and concepts from the early years to the end of Year 6. However, pupils do not always deepen their learning as well as they might in some subjects, including in English, mathematics and some other subjects.

The school has identified and ordered the key knowledge that pupils need to learn in most subjects. For example, in physical education (PE), pupils acquire and develop skills in a range of activities. They build confidence and expertise in a range of sports. However, the school has not fully identified all the key knowledge and skills that pupils need to learn, and when, in every subject.

Staff have good subject knowledge. They check pupils' understanding in lessons. They use assessment well in English and mathematics to check pupils' learning over time. However, the school has not fully embedded its approach to check what pupils learn in the long term in all the other subjects. This limits the school's ability to identify how well pupils are able to recall their learning over time.

Staff enable pupils with special educational needs and/or disabilities (SEND) to access the same curriculum as their peers. Staff skilfully identify these pupils' needs and work with professionals external to the school when needed. Teaching is adapted to meet pupils' needs, for example through breaking tasks down. Many parents of pupils with SEND recognise the positive provision their children receive. Pupils with SEND learn well.

The school has developed a strong culture of reading. Staff are skilled in teaching phonics. Pupils learn to read well. They become fluent in their reading. The reading curriculum develops pupils' comprehension and supports them in developing their writing. The love of reading is nurtured. Daily story time is captivating. Pupils are introduced to a range of literature.

Children get off to a positive start in Reception. Staff have high expectations. Children play and work together and independently. They understand and follow well-embedded routines. They benefit from a curriculum that meets their needs. Children build their learning over time. For example, they practise their writing and number work when playing in the 'garden centre' and the mud kitchen. There is a strong focus on children's personal, social and emotional development. Children learn well in Reception, including children with SEND.

The school has developed a comprehensive, well-planned and carefully sequenced personal, social, health and economic education curriculum. This is complemented with inspiring outdoor learning focused on the school's 'Farm to Fork' provision. Pupils learn the importance of healthy eating as they grow and cook their produce. They learn about keeping safe in the community and when online. For example, pupils learn about beach and cycle safety. They are prepared very well for current and future life. They are nurtured to be responsible citizens. They have a particularly strong understanding of British values. Pupils develop a deep appreciation of diversity, equality and inclusion. They deepen their understanding of right and wrong. Opportunities for pupils' personal development are outstanding.

Leaders know the school's strengths and priorities for improvement. They foster and maintain very positive relationships with the local community. Governors fulfil their responsibilities well. Staff are proud to be part of the school and its family ethos. They value and benefit from training opportunities available. They appreciate that leaders are mindful of their workload and well-being.

## **Safeguarding**

The arrangements for safeguarding are effective.

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

### **(Information for the school and appropriate authority)**

- Pupils learn well in core and most foundation subjects. However, at times, pupils are not challenged to extend and deepen their learning as much as they could.

Consequently, they do not always achieve as well as they could. The school should ensure that pupils are consistently challenged to further deepen learning.

- The substantive and disciplinary knowledge that pupils should learn, and when, is not precisely identified in all subjects. Where this is the case, pupils do not build their knowledge, understanding and skills as well as they could. The school should ensure that the subject curriculums are equally ambitious, thus enabling pupils to build knowledge, understanding and skills progressively.
- Leaders have developed thorough and effective approaches to summative assessment in the core subjects. However, this is not the case in all foundation subjects. Consequently, the school does not have a secure understanding of how well pupils understand and remember what they have learned in these subjects in the long term. The school should ensure that effective summative assessment approaches are embedded so that staff know what pupils know and understand and what pupils need to revisit or learn next in all foundation 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

<b>Unique reference number</b>	120412
<b>Local authority</b>	Lincolnshire
<b>Inspection number</b>	10268924
<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	92
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Justine Bowers
<b>Headteacher</b>	Bev Rooney
<b>Website</b>	<a href="http://www.clough-risegate.co.uk">www.clough-risegate.co.uk</a>
<b>Date of previous inspection</b>	30 January 2018, under section 8 of the Education Act 2005

## Information about this school

- The school does not use the services of any alternative provision.

## 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.
- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors met with the headteacher and other school leaders. They met with governors, including the chair. They spoke with a local authority officer.
- Inspectors carried out deep dives in reading, mathematics and geography. For each deep dive, inspectors held discussions about the curriculum, visited sample

lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work. They listened to pupils read.

- Inspectors looked at a range of other subjects, including religious education, history, PE, science and music. They visited lessons, held discussions about the curriculums and reviewed curriculum plans.
- Inspectors met formally with groups of pupils to talk about the quality of education and other aspects of school life. They spoke with staff and pupils informally.
- Inspectors met with the special educational needs and disabilities coordinator and reviewed provision for pupils with SEND.
- To evaluate the effectiveness of safeguarding, inspectors: reviewed the single central record; took account of the views of leaders, staff, pupils and parents; reviewed safeguarding records; and considered the extent to which the school has created an open and positive culture of safeguarding that puts pupils' needs first.
- Inspectors reviewed a range of documents. They looked at the school's website and published information about the school's policies, self-evaluation and development plan.
- Inspectors considered the survey responses and the free-text comments submitted by parents who completed Ofsted Parent View. Inspectors considered the views expressed by parents who inspectors met at the start of the school day. Inspectors reviewed responses to Ofsted's surveys of school staff and pupils.

### **Inspection team**

Chris Davies, lead inspector

His Majesty's Inspector

Ann Davey

Ofsted Inspector

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 and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2024