

Inspection of a school judged good for overall effectiveness before September 2024: Sproughton Church of England Primary School

Church Lane, Sproughton, Ipswich, Suffolk IP8 3BB

Inspection dates: 4 February 2025

Outcome

Evidence gathered during this ungraded (section 8) inspection suggests that the school's work may have improved significantly across all areas since the previous inspection. The school's next inspection will be a graded inspection.

The headteacher of this school is Jane Stalham. This school is part of St Edmundsbury and Ipswich Diocesan 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 (CEO), Tracey Caffull, and overseen by a board of trustees, chaired by Andrew Blit.

What is it like to attend this school?

Leaders and staff epitomise the school motto, 'Let your light shine'. They create a warm and welcoming environment where pupils feel safe and valued. As a result, pupils form strong bonds with staff. This gives them the confidence to be themselves, make friends and focus on their learning.

Pupils rise to the school's high expectations, becoming enthusiastic and knowledgeable learners. The well-designed and well-taught curriculum enables them to recall and apply what they learn with confidence. For example, Year 2 pupils eagerly explain how creatives like Marco Balich and Zaria Foreman inspire their artwork. Year 6 pupils articulate how their visit to Colchester Castle deepened their understanding of the Normans and connected to their learning about the Romans and Celts.

Pupils listen attentively in lessons. This helps everyone follow explanations and demonstrations so they can succeed in their schoolwork. Older pupils enjoy supporting younger ones. 'Reading ambassadors' listen to younger pupils read, and others teach them how to dig and play imaginatively at lunchtime. Pupils feel proud when they collect badges for achievements like mastering times tables. Seeing these badges encourages

others to aim high. This culture of encouragement and responsibility helps make kindness, good behaviour and hard work the norm.

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

The school has thoughtfully designed its curriculum. It is carefully adjusted to meet the needs of pupils in mixed-age classes. Staff receive excellent training. This helps them to use research-based methods to teach and check pupils' understanding. Therefore, it ensures that pupils fully grasp and apply what they learn. For example, short, well-designed writing exercises help pupils to grasp the basics of story writing or report writing. As a result, their longer pieces are typically clear and well-structured. They also use appropriate punctuation, vocabulary, and grammar for their age.

A revitalised approach to teaching reading is delivering exceptional results. Pupils progress rapidly through the programme. They benefit from structured lessons and extra practice tailored to their needs. Regular checks ensure they quickly become fluent readers. Highly skilled staff provide calm, clear guidance. They know exactly when to support blending sounds or breaking words into smaller parts to build confidence and skill. In the early years, staff also spark a love of writing through creative initiatives. These lead to impressive progress in letter formation and spelling over time.

The school's approach to supporting pupils with special educational needs and/or disabilities (SEND) is highly effective and deeply embedded in its culture. Clear systems swiftly identify pupils' individual needs. Staff, parents and carers, and external specialists work together to provide effective tailored support and targeted interventions. Ongoing staff training, proactive trust-led initiatives and a strong focus on attendance ensure that pupils with SEND receive the personalised, high-quality support they need to thrive.

Leaders and staff work together harmoniously. They show pupils how to treat others with respect. Regular reminders of the school's values and clear expectations help pupils understand what is required of them. It shows in how the school remains calm and focused, with an environment where learning flourishes.

Pupils thrive through rich experiences that extend beyond the classroom. Carefully planned trips and visitors enhance learning and broaden pupils' horizons. Every initiative is purposeful and strategic. For example, to build confidence in public speaking, pupils were given more opportunities to talk about their learning, speak in public and take part in performances. As a result, they speak eloquently about the curriculum and take the lead in aspects of collective worship.

The school's commitment to staff development shines through in leadership qualifications and bespoke training that enhances expertise around particular special educational needs. Staff feel valued and empowered, driving them to give their best for pupils. With dedicated time to manage their workload, staff can focus on what truly matters: great teaching and support for every pupil.

Parents wholeheartedly recommend the school, knowing their voices are heard and their children are truly understood. They trust leaders to steer the school in the right direction. For example, they recognise that the school's steadfast focus on regular attendance is because the school wants every pupil to benefit from all the school has to offer. This encourages parents to work in partnership with the school to support their child's learning and growth.

Trustees and local governors understand and back the school's development strategy. They ask relevant questions about the information they receive, challenging and praising leaders to ensure accurate evaluation. Regular trust support, including half-termly safeguarding meetings, helps the school build on its strengths and refine areas for development.

Safeguarding

The arrangements for safeguarding are effective.

Background

Until September 2024, on a graded (section 5) inspection we gave schools an overall effectiveness grade, in addition to the key and provision judgements. Overall effectiveness grades given before September 2024 will continue to be visible on school inspection reports and on Ofsted's website. From September 2024 graded inspections will not include an overall effectiveness grade. This school was, before September 2024, judged to be good for its overall effectiveness.

We have now inspected the school to determine whether it has taken effective action to maintain the standards identified at that previous inspection. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school's work has improved significantly or that it may not be as strong as it was at the last inspection, then the next inspection will be a graded inspection. A graded inspection is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the second ungraded inspection since we judged the predecessor school, Sproughton Church of England Voluntary Controlled Primary School, to be good for overall effectiveness in November 2014.

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	142595
Local authority	Suffolk
Inspection number	10338331
Type of school	Primary
School category	Academy converter
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	101
Appropriate authority	Board of trustees
Chair of trust	Andrew Blit
CEO of the trust	Tracey Caffull
Headteacher	Jane Stalham
Website	www.sproughtonprimary.org.uk
Date of previous inspection	29 January 2019, under section 8 of the Education Act 2005

Information about this school

- This is a small school comprising of three mixed-aged classes and a Reception class.
- The school is part of the Diocese of St Edmundsbury and Ipswich. The school has a religious character, Church of England, and was last inspected under section 48 of the Education Act 2005 on 28 November 2019. The school's next section 48 inspection will be within eight school years of that date.
- The school currently makes use of two unregistered alternative provisions.
- A separately registered and inspected sessional day care for children aged 2 to 4 operates on the school premises.

Information about this inspection

The inspectors carried out this ungraded inspection under section 8 of the Education Act 2005.

- Inspections are a point-in-time evaluation 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 held meetings with leaders, including the CEO, head of professional development for the trust, headteacher, two senior teachers, subject leaders and three local governors.
- Inspectors visited a sample of lessons, spoke to some pupils about their learning and their wider school experience, looked at samples of pupils' work and listened to a small sample of pupils read to a familiar adult.
- To evaluate the effectiveness of safeguarding, 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 reviewed school documentation, including the school's self-evaluation, school development plan, minutes of meetings of the trust board and minutes of meetings of the local governing body.
- Inspectors considered the responses to Ofsted Parent View, which included free-text responses.

Inspection team

Daniel Short, lead inspector

His Majesty's Inspector

Craige Brown

Ofsted Inspector

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