



Rougham Church of England VC Primary School

Inspection Report

Unique Reference Number 124756
Local Authority SUFFOLK
Inspection number 293103
Inspection dates 12–13 October 2006
Reporting inspector Colin Henderson

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

Type of school	Primary	School address	Church Road
School category	Community		Rougham, Rougham
Age range of pupils	4–9		Bury St. Edmunds, Suffolk
			IP30 9JJ
Gender of pupils	Mixed	Telephone number	01359 270288
Number on roll (school)	118	Fax number	01359 270288
Appropriate authority	The governing body	Chair	Mr Lewis Woolnough
		Headteacher	Mrs Helen Gibson
Date of previous school inspection	21 May 2001		

Age group	Inspection dates	Inspection number
4–9	12–13 October 2006	293103

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Introduction

The inspection was carried out by one Additional Inspector.

Description of the school

Children come from several local villages and from a wide range of social backgrounds. Almost all speak English as their first language. There are fewer pupils who have learning difficulties or disabilities or who are eligible for free school meals than in many other schools of this size.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 2

This is a good school with some outstanding features. The outstanding leadership of the headteacher, supported well by an effective governing body, has established a strong team of staff. They have an accurate understanding of how well the school is doing and work very successfully together to help all pupils achieve well. The school provides a calm, happy learning atmosphere and good support, care and guidance, which are valued highly by pupils and their parents. This was reflected by the many positive comments including 'a fantastic school' and 'we are very happy to have found such a special place for our children'. The school encourages parents and the local community to contribute to a good range of learning activities. As a result, pupils enjoy school, attend regularly and work hard to succeed. Children settle happily into Willow class as a result of good individual care and support, effective arrangements to introduce them to school life and an interesting, well-organised range of learning activities. Good teaching in the Foundation Stage helps them to achieve well and many exceed the standards expected of them by the time they enter Year 1. Pupils continue to make good progress throughout the school mainly as a result of good, and occasionally outstanding teaching, an enjoyable curriculum that is matched to their differing needs and a supportive partnership with parents. Pupils attain standards at the end of Year 2 and Year 4 that are above average. Teachers' enthusiasm and very good subject knowledge help pupils to achieve well in many subjects, for example, art and music. This is clearly reflected in the high quality displays around the school and the two musical productions each year. Standards in information and communication technology (ICT) meet nationally expected levels, although there are too few opportunities for pupils to extend their ICT skills and knowledge across the curriculum. The school's strong focus on healthy and safe lifestyles is reflected in their very recent Healthy Schools award and the good range of sporting clubs and activities. Pupils' personal development is outstanding. They speak with great enthusiasm about their school, particularly the interesting curriculum themes and the enjoyable clubs, visits and visitors. Their behaviour in lessons and around school is mostly excellent. Older pupils enjoy taking responsibility for the younger ones and assist with the smooth running of the school. The school council provides good opportunities for pupils to express their views and contributes well to improving their school environment. The school's strong focus on each individual pupil is reflected through the good care, support and guidance. Staff work hard to ensure that pupils are happy, secure and ready to learn. The headteacher has developed good systems for tracking pupils' progress carefully and identifying what needs improving. Teachers use this information successfully to guide their teaching. They are using individual targets to improve pupils' work, although some pupils do not fully understand their targets in literacy. Leadership and management are good. The outstanding leadership of the headteacher is a key factor in the school's success, especially the way in which she uses staff expertise to enhance pupils' achievement. Teamwork is strong and staff morale is high. The partnership with an effective governing body enables the school to check carefully how it is doing and how well pupils are achieving. They identify areas for improvement; take effective action and, as a result, pupils' achievement continues to be good.

What the school should do to improve further

- Extend the use of ICT to support teaching and learning within subjects.

Achievement and standards

Grade: 2

The attainment of Nursery and Reception year children entering Willow class generally meets national expectations, although it varies considerably from year to year. They achieve well in all areas of learning and attain the nationally expected levels by the time they enter Year 1. Many exceed these targets. Pupils continue to make good progress in Years 1 to 4 because lessons are interesting and teachers use their good subject knowledge to enhance pupils' learning. They attain above average standards at the end of Years 2 and 4. Standards are well above average in some year groups, as reflected in the high standards attained in the 2006 national tests for Year 2; a group of pupils that started the school with above expected levels of attainment. Pupils who have learning difficulties or disabilities benefit from good support and they make good progress. More able pupils, and those with particular gifts and talents, for example, in art and music, achieve well.

Personal development and well-being

Grade: 1

The high priority given to pupils' personal development helps them to enjoy school, get on very well with each other and contribute very effectively to the school and wider communities. Their attendance is good, their behaviour is excellent in most lessons and they have an enthusiastic approach to learning. Pupils know how to keep safe and healthy and participate with enthusiasm in the good range of sporting activities. Those elected for the school council take pride in improving the school, for example, by providing a Friendship Stop for pupils who need to someone to play with at lunchtime. Pupils' spiritual, moral, social and cultural development is outstanding; the use of art and music being used particularly well to promote cultural understanding.

Quality of provision

Teaching and learning

Grade: 2

Teachers plan carefully to meet the broad range of learning needs within each class. Most have good subject knowledge and use it very effectively to motivate pupils to attain a high standard of work, for example, in art. Teachers use interactive whiteboards successfully to grasp pupils' attention and good questioning helps pupils to contribute their ideas confidently to class discussions. Most teachers manage their classes well, although occasional inconsistencies do not ensure that all pupils stay focused on their learning.

Curriculum and other activities

Grade: 2

The curriculum for children in the Nursery and Reception class and for those in Years 1 to 4 is good with some outstanding features. It is planned well to support the achievement of pupils of different abilities. Pupils were very enthusiastic about the 'special weeks' in which they enjoyed meeting specialists in art, music, theatre and sport and their participation in a very good range of extra-curricular clubs. The school provides well for the teaching of key basic skills, although pupils do not have enough opportunities to apply their taught ICT skills in other lessons.

Care, guidance and support

Grade: 2

Overall standards of care, guidance and support are good. However, the personal care given to pupils is outstanding and as a result they blossom as individuals and rapidly gain in self-confidence. Careful attention is given to ensuring that pupils are safe and well-protected. Staff work hard to help every pupil to be involved. This encourages them to try hard to succeed and helps them to achieve well. The guidance given to pupils to improve their work is good. Teachers use marking and pupil improvement targets effectively, particularly in numeracy, although their use of pupils' improvement targets in literacy is not yet consistently established.

Leadership and management

Grade: 2

The outstanding leadership of the headteacher has led to a strong partnership between staff, governors and parents so that they all work together for the benefit of the pupils. The headteacher, working in an increasingly effective partnership with her two part-time deputies, has established excellent procedures for tracking pupils' achievements. They make very good use of them to identify areas that need improvement and take effective action for those who need help. Staff performance is managed well by the headteacher, who is adept at using staff expertise to enhance pupils' learning. The headteacher, with the support of the local authority adviser, checks teaching regularly to maintain its good quality. Subject leaders manage their subjects successfully, for example, through looking at teaching plans and samples of pupils' work, although they do not evaluate teaching. The supportive, influential governing body has helped the school make good progress since the last inspection and it has a good capacity to improve further.

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2
How well does the school work in partnership with others to promote learners' well-being?	1
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	1
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

How well do learners achieve?	2
The standards ¹ reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

Personal development and well-being

How good is the overall personal development and well-being of the learners?	1
The extent of learners' spiritual, moral, social and cultural development	1
The behaviour of learners	1
The attendance of learners	2
How well learners enjoy their education	1
The extent to which learners adopt safe practices	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	2

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively performance is monitored, evaluated and improved to meet challenging targets	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

14 October 2006 Dear Children Rougham Church of England VC Primary School, Church Road, Rougham, Bury St. Edmunds, Suffolk, IP30 9JJ Thank you for making me feel welcome when I visited your school. I enjoyed talking to you, looking at your work and watching you learn. What I liked most about your school was: – Your teachers and other adults care about you as individuals, make sure that you are safe and listen to your opinions about school. – You get on well together and are kind to each other. I particularly like the way older pupils help the younger ones. – You behave very well and clearly enjoy school. This means that teachers can get on with the job of helping you learn. – Teachers make your lessons interesting and all the adults put a lot of effort into helping you do well. You enjoy your work and try hard to do what your teachers ask. I think you learn well. – The school puts on special theme weeks and extra activities to help you have fun, such as musical performances, clubs and trips out of school. I know you enjoy these very much. – Mrs. Gibson, the staff and governors are working hard to make your school even better. – You and your parents think it is a good school, and I agree. I think your school could be even better if you try hard to improve your ICT skills by using them to help your learning in different subjects. I have asked Mrs. Gibson and her staff to provide more opportunities to help you to do this. I hope that you continue to be happy at school and carry on working hard. Colin Henderson (Lead inspector)