

Inspection of East Bergholt Church of England Voluntary Controlled Primary School

School Lane, East Bergholt, Nr Colchester, Suffolk CO7 6SW

Inspection dates: 16 and 17 July 2024

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Early years provision **Good**

Previous inspection grade Good

What is it like to attend this school?

The school is a harmonious place to be. Pupils value the recent changes that have been made to help enable this. They are proud of their school. They feel a real sense of it being one united community.

Pupils feel valued and enjoy coming to school. They are happy and safe due to the care and support they receive from the adults. Pupils know that staff will help to sort out any concerns and worries they might have. Staff and governors have created a nurturing atmosphere. Pupils are enthusiastic, kind and respectful. They have a positive attitude to learning. They behave well in lessons and around the school.

Leaders are ambitious about what pupils can achieve. Pupils study a broad and interesting range of subjects. They benefit from many visits in the local area. They learn the importance of working together. They love to help others and make positive contributions. Pupils are active in representing the school in leadership roles, music and sports teams.

The school values and celebrates pupils' high attendance. Pupils with special educational needs and/or disabilities (SEND) receive timely, effective and considered support.

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

The curriculum is broad and balanced. In most subjects, the curriculum is well constructed and thought through. However, in a small number of subjects, pupils' understanding and knowledge of the wider world do not develop effectively enough. Teachers do not always provide enough opportunities for pupils to extend their learning. This is because, sometimes, teachers do not identify opportunities to develop the depth of pupils' knowledge.

In most subjects, teachers carefully consider what pupils need to learn. They support pupils to build on their prior knowledge. They identify and revisit the important content effectively. For example, in art, teachers develop pupils' knowledge of drawing skills and techniques. They use a variety of approaches to assess pupils' understanding and revisit learning where pupils need it.

Reading is a priority across the school. Children in the early years enjoy reading at school and home. Pupils who struggle with learning to read receive timely and effective support to help them catch up. Knowledgeable staff deliver phonics lessons with precision. Consequently, many pupils leave key stage 1 being able to read confidently and fluently.

In the early years, the school has prioritised children's social, emotional and communication skills. The early years curriculum is well planned. Children learn through stories, songs and rhymes to develop their speech and language effectively. They work well together. The Year 6 buddy system supports children in the

Reception Year effectively. It helps children to learn the school rules and routines. Pupils are proud to be buddies, which promotes positive relationships.

The school provides high-quality support for pupils with SEND. This enables pupils with SEND to access the same curriculum as their peers and achieve well. The school ensures that pupils who need it have access to specialist, outside help. Staff are aware of pupils' individual needs. This includes their mental health. They provide effective support to pupils. This support can extend to pupils' families.

Pupils attend well because leaders prioritise attendance. Pupils can explain why the school has rules and can relate these to their everyday behaviour. Pupils act with consideration and thought towards each other. The pupil leadership councils have opportunities to discuss issues and make meaningful changes. Leaders take action to ensure pupils feel listened to and valued.

Staff treat pupils with respect and deal with any poor behaviour in a calm way. Pupils learn about tolerance and difference, for example in assemblies and religious education lessons. However, pupils do not learn about life beyond East Bergholt. They do not always experience enough opportunities to broaden their horizons about life beyond the local community.

There are opportunities for pupils to develop leadership skills as school ambassadors and by leading assemblies. Pupils value and participate in a range of clubs, such as French, rock band and multi-sports. They develop an age-appropriate understanding of healthy relationships.

The school has worked hard to develop teachers with leadership responsibilities. Leaders are considerate of staff workload when implementing change. Governors are supportive and hold leaders to account. They check the work of the school in an effective way and are an integral part of the school community.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The school has not ensured that teachers always check carefully enough where there are opportunities to further deepen pupils' knowledge. As a result, some pupils do not extend and develop the depth of their knowledge as well as they might. The school needs to ensure that teachers consistently use opportunities to extend and deepen pupils' knowledge.
- The school has not ensured that pupils learn about life beyond East Bergholt. As a result, sometimes, pupils do not gain a broad enough understanding of what it is like to live in modern Britain. The school should ensure that pupils learn about

communities and beliefs from a broader range of perspectives to better promote their personal development.

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	124729
Local authority	Suffolk
Inspection number	10323686
Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	194
Appropriate authority	The governing body
Chair of governing body	Chris Burns
Headteacher	Clare Sampson
Website	www.eastbergholt-pri.suffolk.sch.uk
Date of previous inspection	13 March 2019, under section 8 of the Education Act 2005

Information about this school

- The headteacher and deputy headteacher took up their roles in September 2023.
- A new chair of the governing body was appointed in September 2023.
- The school uses one registered and one unregistered alternative provider of education.
- 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 15 October 2019. The school's next section 48 inspection will be within eight school years of this date.

Information about this inspection

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

- Inspectors discussed any continued impact of the pandemic with the school and have taken that into account in their evaluation of the school.

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- Inspectors held meetings with the headteacher, deputy headteacher, support staff, curriculum leaders and the special educational needs coordinator.
- During the inspection, inspectors carried out deep dives in early reading, mathematics, science and art. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work. Inspectors also carried out an additional scrutiny of writing across the curriculum.
- Inspectors met with members of the governing body, including the chair, spoke to a representative of the local authority, the Diocese and staff from an alternative provider.
- Inspectors observed pupils' behaviour in lessons, around the school and at breaktimes. Inspectors talked to pupils to gather their views on school life.
- 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 considered the responses, including the free-text comments, to Ofsted's online survey, Ofsted Parent View. Inspectors spoke to a sample of parents at the beginning and end of the school day.

Inspection team

Neil Taggart, lead inspector	Ofsted Inspector
Jason Carey	Ofsted Inspector

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