

Rushall Church of England Voluntary Aided Primary School

Inspection report

Unique Reference Number	126410
Local Authority	Wiltshire
Inspection number	381229
Inspection dates	23–24 November 2011
Reporting inspector	Jenny Batelen

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

Type of school	Primary
School category	Voluntary aided
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	97
Appropriate authority	The governing body
Chair	Sharon Prance
Headteacher	Marion Harvey
Date of previous school inspection	20 March 2007
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Age group	4–11
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Introduction

This inspection was carried out by two additional inspectors. They observed teaching and learning in eight lessons and five teaching staff. They held meetings with representatives of the governing body, staff and groups of pupils. They observed the school's work, and looked at documents including the school development plan, safeguarding and welfare arrangements and records of pupils' progress. Inspectors also analysed questionnaires from staff, pupils and 49 parents and carers.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- Inspectors looked at the consistency of teaching and learning across the school and how this contributes to promoting good achievement for all pupils.
- They explored how staff ensure the appropriate curriculum for each year group in their class, so that pupils make good progress.
- Inspectors considered how effectively the senior leaders and the governing body monitor and review the progress of the work of the school and give strategic leadership.

Information about the school

This is a smaller than average-sized primary school serving Rushall and surrounding villages. While almost all pupils are from a White British background, there are a very small number of pupils from Black and African ethnic heritages. The proportion of pupils known to be eligible for free school meals is below the national average at 4.1%. The proportion of pupils identified with special educational needs and/or disabilities is above the national average and these include a range of moderate learning needs. The proportion of pupils with a statement of special educational needs is average and includes pupils with specific learning difficulties. The level of mobility of pupils is above the national average. Pupils throughout the school are organised in mixed-age classes. The school has achieved National Healthy Schools Status, Activemark and bronze level Extended Schools Award.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

2

The school's capacity for sustained improvement

2

Main findings

Pupils give you a very warm welcome when you come to Rushall Church of England Primary. Behaviour is outstanding; pupils are extremely polite, work and play very well together and are keen to share their learning. The school motto of 'With Christ we can' pervades all school life as pupils are encouraged to have the 'I can' attitude towards all their activities. Pupils say that 'it is never boring' because each day 'you never know what you are going to do'. The excellent care, guidance and support given to every pupil, including those with special educational needs and/or disabilities and also those who enter school at times other than normal entry points, ensure that all pupils are happy, settled and able to make good progress particularly in their personal, social and emotional development. Parents and carers comment very positively on the care for their children. 'Rushall is a kind and caring school' and 'our children are thriving at the school' is representative of the many positive comments from parents and carers.

Thorough induction procedures ensure that children in the Early Years Foundation Stage make a happy and confident start to school. When pupils leave the school at the end of Year 6 their attainment is broadly average, although in many year groups pupils are now attaining above average. Progress for all pupils, including those with special educational needs and/or disabilities and the few pupils from minority ethnic groups, is good and there is evidence of some outstanding progress for individual pupils. This is because of the careful tracking of each pupil's progress and planned, targeted interventions that are established to support the particular needs of individuals and groups of pupils.

Teaching and learning across the school are good. Teachers plan together to ensure that there are appropriate learning opportunities for each age group in the class. Planning responds to pupils' interests and enthusiasms and so ensures their enjoyment in their learning. Sometimes in whole-class teaching sessions, teachers do not ensure that all pupils have the opportunity to contribute and this means that their understanding is not fully checked. Pupils are engaged and focused on their individual and group tasks and more-able pupils are challenged to extend their thinking. All pupils have targets for a range of subjects, based on 'I can' statements. Marking is specific to these targets and the learning objectives for each lesson. Pupils are not always given enough time to respond to this marking and, as a result, although they know their targets, pupils do not always understand when they have met them or are able to apply them consistently.

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The headteacher, staff and governing body work together closely. Ongoing thorough evaluation of the work of the school involves all stakeholders, including pupils. Consequently, leaders and managers, including the governing body, have a clear view of the strengths and challenges facing the school. The clear development plan focuses on improving outcomes for all pupils. However, it is not explicit about the expectations of what each of the planned actions will accomplish. Consequently, there are not clear systems for ensuring that the support and challenge that is given by the governing body is robust and documented. The consolidation of good practice and the work done to improve attendance demonstrate the school's good capacity to sustain improvement.

What does the school need to do to improve further?

- Raise attainment in English and mathematics to be consistently above average by ensuring that all pupils:
 - are given the opportunity to contribute and that teachers check their understanding of the work
 - understand their targets and are able to apply them at all times
 - are given time to respond to comments made in the marking of their books.

- Ensure the school development plan is explicit about expected outcomes for pupils in order to support the governing body to provide more effective challenge and support to the school.

Outcomes for individuals and groups of pupils**2**

Pupils' achievement is good from their starting points and they enjoy the range of activities they can take part in. Careful planning and cross-curricular links ensure that all pupils, including those from minority ethnic groups, make good progress. This was apparent in an English lesson when Year 1, 2 and 3 pupils were learning about the features of a recipe. After discussing a recipe shown on the whiteboard, they were able to use their scientific knowledge of material dissolving and also their understanding of keeping safe as they shared in the making of jelly. This helped them use their new knowledge to write their own recipe or to re-order a text into recipe format.

Pupils with special educational needs and/or disabilities are helped to understand their tasks and also encouraged to work independently. Higher-attaining pupils respond well to the challenges presented to them. Pupils who move into the school at times other than the usual entry times are helped to settle into the school and to become confident learners, making good progress. Pupils have many opportunities to use their often well-developed basic skills of English and mathematics across the curriculum. At all stages there are smooth transitions to the next stage of education.

Pupils know how to keep themselves safe, especially when near the road. They

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understand how to be careful when using information and communication technology. Pupils say that the school code of conduct, 'Good to be Green', and the house system encourage them to work hard and look after each other. They are confident that any difficulties will be quickly sorted out and that there is no bullying. They respond positively to the school's good encouragement to lead a healthy lifestyle and are able to explain the reasons for the lunchbox ban on fizzy drinks and nuts. They take part in a range of physical and sporting opportunities through the curriculum, 'wake and shake' morning activity and extra-curricular opportunities.

Pupils make a strong contribution to the life of the school. The democratically elected school council members are currently leading the drive for Eco awareness in the school. They make decisions about charity fundraising and are involved in the process of devising the school development plan. Pupils had input to the development of the parish plan, writing to the parish council with details of the school travel plan. Some members of the local community contribute to school topics and there is a range of developing links, particularly through the church. Pupils respond very well to charity initiatives and are rewarded with news from recipients that helps them understand how they have helped those in less favourable circumstances than themselves.

Assemblies have clear themes and times of quiet thoughtfulness that pupils use for reflection. They develop their understanding of cultures and faiths, both in the United Kingdom and globally through curriculum experiences and visits and visitors. The school provides a range of opportunities to develop pupils' cultural understanding through visits to places of interest, specialist-led music lessons, a range of high-quality art experiences, cluster school performances and visits from theatre groups.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils' attainment ¹	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	2
Pupils' behaviour	1
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account:	
Pupils' attendance ¹	1

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

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The extent of pupils’ spiritual, moral, social and cultural development

2

How effective is the provision?

Careful planning for all lessons, based on frequent assessments and knowledge of individual pupils, ensures that all pupils are able to learn and make good progress. This was clearly demonstrated when Year 1 pupils were helped to learn the appropriate phonics (linking sounds with letters) and practise their handwriting to meet their targets. When challenged to meet these by Christmas their immediate response of ‘Yes we can’ demonstrated the commitment to ‘I can’ across the school. Teachers have good subject knowledge and are skilled at addressing the needs of the different year groups in their class. Other adults in the classroom are well deployed and provide excellent support and teaching to individuals and groups. Relationships between all in the class are very strong and supportive.

The curriculum is planned in themes and centred on developing the skills necessary in each area of learning. Pupils’ interests are developed as they decide what they want to find out about. Memorable experiences ensure that pupils are motivated and excited by their learning. Strong cross-curricular links allow pupils to demonstrate their knowledge linked to their interests as shown in the Year 4 football-linked imaginative story taking place in Ancient Egypt. Effective use is made of information and communication technology across a range of subjects. The wide range of enrichment opportunities, including clubs and trips, enhance pupils’ development and well-being. Pupils with particular talents are helped to access out-of-school activities that will help them develop these skills and talents. This provision is recognised in the award of bronze level Extended School award.

The outstanding care for pupils is demonstrated in the targeted provision of a range of one-to-one teaching provided for pupils with a range of personal and learning difficulties, which enables them to make good and sometimes outstanding progress. The school works well with external agencies to ensure that appropriate support is in place. Parents and carers are involved, with their children, in setting the personal targets that enable good progress. Transition arrangements start in Year 5 so that pupils gain confidence about their move to secondary school.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils’ needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	1

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How effective are leadership and management?

The headteacher is well supported by staff and the governing body and has a clear vision to enable each pupil to achieve the best they can. Leadership is shared between all staff and there are opportunities for all to monitor learning and observe each other and so learn from each other. The headteacher undertakes rigorous monitoring of teaching and learning through observations and meetings about pupils’ progress. As a result, teachers have clear guidance on how to improve their skills. Effective use of the tracking system ensures that the school is able to ensure equality of opportunity for all pupils and there is no discrimination.

Members of the governing body have a strong involvement in the school and as a result they are able to provide good challenge and support, although this is not always systematic and recorded to ensure maximum benefit to the school. They have a range of skills and undergo appropriate training that enable them to share in the identification of priorities for improvement and in the regular evaluation of progress. Safeguarding of pupils is a priority and the school has adopted good practice across all areas of safeguarding. Policies and training are very thorough and child-protection procedures are exemplary.

Parents and carers are very positive about the school and feel that the school is very good at addressing the particular needs of their children. They feel well informed about their children’s progress. The school has strong links with other schools which support the sporting provision through tournaments. There is a current plan to strengthen these links in order to enhance other areas of the curriculum. Strong links with the secondary school strengthens the transition process.

The school has a clear understanding of its religious, ethnic and social context. It has a strong place in the local community, although the school has identified areas where this can be strengthened. Links with a school and faith centres in nearby urban areas mean that pupils’ understanding of life and faith in the United Kingdom is developing strongly. Links with a school in Bhutan support pupils’ global understanding.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school’s engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2

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The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

The good leadership of the Early Years Foundation Stage ensures that children are happy, safe and make good progress. Home visits, pre-school involvement in whole-school activities and specific induction visits mean that children settle quickly into their new routines. Parents and carers are very appreciative of this. ‘He is so happy’ is representative of many positive comments from parents and carers. Children work and play well together as was shown when they worked together to find materials to build an animal shelter and then ‘voted’ for the best one. The classroom is a warm and welcoming environment and the outside area has provision for activities in all areas of learning. Further developments of the outside area are planned in order to enhance the learning opportunities and entice all children outside, whatever the weather. A range of easily accessible resources encourage children to learn through play as was demonstrated when children chalked in a puddle and explored the colours that occurred and talked confidently about what they had found out.

Teaching is good and adults have a thorough understanding of the needs of children in the Early Years Foundation Stage. Activities provided include a good balance of adult-led and child-initiated tasks. The award of ‘learning gems’ encourage children to try the different tasks. Probing questions encourage children’s thinking. Frequent and ongoing assessment, along with taking note of children’s interests, informs future planning. As a result, children make good progress and enter Key Stage 1 ready for their next steps in learning. ‘Learning journeys’ provide a comprehensive record of children’s progress using samples of work, notes and photographs. These are usefully shared with parents and carers who are encouraged to contribute records of children’s progress at home.

Children participate fully in the life of the school, including whole-school days when year groups are completely mixed in order to focus on a common theme. They are helped to lead a healthy lifestyle with plenty of physical activities and healthy lunches and snacks. They are encouraged to be independent and to take responsibility for their choice of activity. They understand the code of conduct and try hard to ‘Go for Green’.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2

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The effectiveness of leadership and management of the Early Years Foundation Stage	2
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Views of parents and carers

The proportion of questionnaires returned is above average for primary schools. Parents and carers are very supportive of the school. A very large majority of responses were positive. Parents and carers particularly praise the support for pupils with special educational needs and/or disabilities and for helping pupils settle when entering school at times other than the normal entry times. Inspectors found that they agreed with these views and that the school gives excellent care, guidance and support to all pupils.

Responses from parents and carers to Ofsted’s questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Rushall Church of England Voluntary Aided Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 49 completed questionnaires by the end of the on-site inspection. In total, there are 97 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	31	63	15	31	3	6	0	0
The school keeps my child safe	38	78	11	22	0	0	0	0
The school informs me about my child’s progress	29	59	17	35	1	2	1	2
My child is making enough progress at this school	28	57	17	35	3	6	1	2
The teaching is good at this school	30	61	19	39	0	0	0	0
The school helps me to support my child’s learning	32	65	15	31	2	4	0	0
The school helps my child to have a healthy lifestyle	26	53	21	43	1	2	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	25	51	20	41	1	2	0	0
The school meets my child’s particular needs	26	53	20	41	2	4	0	0
The school deals effectively with unacceptable behaviour	28	57	17	35	3	6	0	0
The school takes account of my suggestions and concerns	25	51	19	39	3	6	1	2
The school is led and managed effectively	30	61	19	39	0	0	0	0
Overall, I am happy with my child’s experience at this school	30	61	18	37	1	2	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 08 April 2011 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



25 November 2011

Dear Pupils

Inspection of Rushall Church of England Voluntary Aided Primary School, Rushall, SN9 6EN

Thank you for making us so welcome when we visited your school recently. Thank you also to those of you who returned questionnaires about your school. We enjoyed talking to you and joining in your lessons, assembly, and 'wake and shake'. Yours is a good school and, as a result, you make good progress in your learning. There are many good things about your school.

- You behave very well and you help each other. Thank you for welcoming us and being keen to talk about the work you were doing.
- You work hard in your lessons.
- All the adults in the school care a lot about you and make sure that you feel very safe and well supported.
- You have lots of opportunities to keep active and healthy, and you have a good knowledge and understanding about how to keep yourselves safe.
- The adults who manage and run your school work hard to make sure you have the best opportunities to achieve well.

There are four things we have asked the school to do to make it even better. These are:

- to improve your attainment in English and mathematics by making sure that your teachers help you all to listen carefully and take part in the main teaching sessions
- to help you understand your targets and be able to use what you have learnt
- to give you time to read the comments in the marking and to do what is suggested
- to make sure the school's plans for development are very clear about how they are going to help you do even better.

All of you can help by listening carefully to your teacher, continuing to work hard and taking note of what the adults say when they mark your work or discuss it with you.

Yours sincerely

Jenny Batelen
Lead inspector

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