

Rushbury CofE Primary School

Rushbury, Church Stretton, SY6 7EB

Inspection dates 26–27 June 2013

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- The hard work and infectious enthusiasm of the headteacher has maintained the school's good performance. In addition she has brought about further improvements in the quality of teaching and pupils' achievement.
- Teaching and learning are good throughout the school. Leaders check on teaching rigorously and follow it up with effective training. Teachers demonstrate good subject knowledge and promote learning well.
- Pupils make good progress throughout the school, whatever their background or ability. They all achieve well.
- Pupils enjoy coming to school and are proud of it. This is reflected in their above-average attendance and good punctuality.
- Good teaching and a high quality of care mean that children achieve well in the Early Years Foundation Stage.
- Pupils enjoy a good variety of exciting additional activities throughout the school year. These are usually linked to their current topics.
- Pupils' outstanding behaviour makes a strong contribution to successful learning in all lessons.
- Pupils are welcoming and courteous to each other and to visitors. They say they feel very safe in school. Pupils are aware of the different forms of bullying, including cyber-bullying. School records confirm there have been no recent incidents of bullying.
- The school accurately evaluates how well it is doing. Leaders know what needs to be done next to improve the school further.

It is not yet an outstanding school because

- Occasionally, teachers do not provide work at the appropriate level for some pupils in the mixed-age classes.
- Planning for outdoor learning and the resources available in the Early Years Foundation Stage are not fully developed.

Information about this inspection

- The inspector observed eight lessons, two of which were jointly observed with the headteacher.
- Meetings and discussions were held with groups of pupils, staff, members of the governing body and a representative of the local authority.
- The inspection took into account the 21 responses to the online questionnaire for parents and carers (Parent View) and the outcomes from the school's recent consultations with parents.
- The inspector observed the school's work and looked at a number of documents, including the school's own data on admissions and pupils who leave, pupils' current progress, planning and monitoring documentation, records relating to behaviour and attendance, and documents relating to safeguarding.

Inspection team

Clive Lewis, Lead inspector

Additional Inspector

Full report

Information about this school

- The school is a very small rural school serving the village of Rushbury and a wide area around it.
- The proportion of pupils known to be eligible for the pupil premium (additional government funding for pupils eligible for free school meals and other specific groups) is broadly in line with the national average.
- Children in the Early Years Foundation Stage are taught in a class with pupils in Key Stage 1. Pupils in Key Stage 2 are also taught as one class.
- The proportion of disabled pupils and those who have special educational needs supported at school action is line with the national average. Those supported through school action plus or with a statement of special educational needs is in line with the national average. Both these proportions are particularly high in some year groups.
- The school hosts the local nursery, which shares some of the facilities used by pupils in the Early Years Foundation Stage. The nursery is not managed by the school's governing body and so was not part of this inspection.
- The headteacher joined the school in October 2012.

What does the school need to do to improve further?

- Improve the quality of teaching to the level of the best by making sure teachers set work at the right level of challenge for pupils of all ages and abilities in the mixed-age classes.
- Improve resources and planning for the outdoor curriculum in the Early Years Foundation Stage to support children's independent learning.

Inspection judgements

The achievement of pupils is good

- The school's results in the Year 6 national tests have been above average for a number of years but dipped significantly in 2011. This was due to extended disruptions to staffing following the departure of the then headteacher. Under the leadership of the new headteacher, pupils throughout the school are making at least good progress. The school's data and pupils' work seen during the inspection confirm that attainment is again above average in the current Year 6.
- Consistently good teaching leads to good progress across the school. This good progress was reflected in the good quality of learning observed in lessons throughout the inspection. It was also confirmed by the often impressive standard of work in pupils' books over the school year and by the school's data on pupils' progress.
- Children's skills and experiences on entry to the Early Years Foundation Stage vary from year to year but are generally typical for this age group. Children settle well into the Reception/Key Stage 1 class and make good progress overall. Opportunities for children to develop their independent learning skills through outdoor learning are not well developed.
- Pupils quickly learn the sounds that letters make to support their writing in the Reception/Key Stage 1 class, as well as the basic mathematical skills they need to complete simple calculations. These skills are built on consistently in Key Stage 2 and, by the time pupils leave the school at the end of Year 6, pupils have achieved well. Those joining the school mid-way through their primary education make at least as good progress as their peers.
- Pupils supported through pupil premium funding make at least as good progress as other pupils and, in most years, their attainment is similar. Any barriers to learning are quickly identified. The additional funding is used well to provide carefully matched support through frequent small-group or one-to-one work. Extra money is also allocated to ensure these pupils can join in all the extra activities provided for other pupils.
- Disabled pupils and those who have special educational needs make good progress. Class teachers, teaching assistants and outside agencies provide good support and make sure that work is set at the right level for these pupils. This help enables them to match the progress made by other pupils.
- Pupils make particularly good progress in developing their reading skills. This begins by teaching younger pupils to link letters to the sounds they make (phonics). The teaching of reading, through regular phonics lessons and guided reading activities, continues through all age groups. As a result, pupils throughout the school read confidently and well. Older pupils read fluently, with a good understanding of their texts.

The quality of teaching is good

- Pupils of all backgrounds and abilities learn successfully because they receive good teaching. Teachers plan lessons well, sharing with pupils what is to be learned. Pupils know how to judge successful learning, too. When they mark their work, teachers give pupils good guidance about how well they have done and what they need to do to improve it. They usefully refer to the pupil's individual targets for improvement to keep up the level of challenge. Learning resources, including computers, are used well to motivate pupils.

- In one outstanding lesson, pupils in Year 1 and 2 were at various stages of learning how to tell the time on analogue clocks. Good use of resources and the brisk pace led to a high level of motivation, and pupils made exceptional progress. The teacher made very good use of questioning to improve pupils' understanding. Pupils were each given work that exactly matched the stage they were at. They enthusiastically shared their ideas and also worked independently while the teacher provided support through highly skilled questioning that accelerated progress.
- Learning moves along at a good pace in lessons and pupils are given plenty of time to complete their work on their own. They are encouraged to work together, sharing ideas and helping each other. The process contributes well to pupils' enthusiasm for learning. However, in a small minority of lessons, pupils of a wide range of ages and abilities spend too much time working on the same activity.
- A well-deployed and strong team of teaching assistants provides good support for individuals and groups within their classes.
- Teachers' strategies to manage pupils' behaviour are very effective, with the result that lessons are calm and purposeful. Pupils work hard and concentrate on their work without the need for frequent adult intervention and reminders.
- The teaching of reading, writing and mathematics is good and pupils' progress is checked rigorously as they move through the school. The headteacher and class teacher meet every half term to ensure that teachers have a good understanding of how well the pupils in their charge are doing. They also help them decide what action they should take to help them to reach their challenging targets.

The behaviour and safety of pupils are outstanding

- Behaviour in class, around the school and in playground areas is outstanding. The school promotes positive relationships and tackles discrimination very effectively. As a result, relationships are extremely positive between pupils and between pupils and adults.
- Pupils cooperate well and contribute eagerly, and this is a major factor in the good progress they make in lessons. They respond very well to the many opportunities planned for them to discuss their ideas with other pupils, either with a partner or in small groups.
- Pupils greatly enjoy being in school and are very proud of their school. This is reflected in their consistently high levels of attendance. Pupils in Year 6 said they will be 'really sorry' to leave the school at the end of the school year 'because it's done a lot for us'.
- Pupils are confident that if there is something they cannot sort out themselves, then an adult will be on hand to help. Older pupils readily accept responsibilities such as helping to solve minor disagreements between younger pupils in the playground and operating equipment in assemblies. Through the school council and the health and safety committee, they demonstrate their pride in the school community and take their responsibilities very seriously.
- Pupils have a good understanding of different forms of bullying, including any that might be encountered through internet sites. They told the inspector that, although there are sometimes minor arguments at lunchtime, these are quickly resolved and bullying does not happen in the school. They have a good understanding of how to keep safe and say they feel very safe in school.

- Pupils respond extremely well to the school's excellent promotion of spiritual, moral, social and cultural development. They have a very clear sense of what is right and wrong.

The leadership and management are good

- The headteacher's strong leadership and infectious enthusiasm is a significant factor in the good improvements made following a period of significant disruption. As a result of her leadership and the strong support from the governing body and the local authority, the school has recovered well from the low standards achieved in the 2011 national tests in Year 6. The school's previous good achievement and teaching has been consolidated and built upon.
- Staff work together very effectively and have a shared sense of responsibility and commitment to improving the school. They regularly take advantage of training opportunities to further enhance their work.
- Leaders have accurately identified the areas for further improvement and check on progress in these areas. Through the performance management process, teaching and support staff are set annual targets related to the school's priorities for improving pupils' progress.
- The school is deeply committed to all pupils achieving well, discovering new interests and developing their talents. The extra funding provided for the pupils supported through the pupil premium funding is spent wisely and its impact is carefully and regularly checked.
- Pupils' progress in reading, writing and mathematics is regularly and meticulously assessed and checked. The headteacher and class teacher meet regularly to ensure that teachers have a good understanding of how well the pupils in their charge are doing.
- The school overcomes the potential isolation of such a small rural school by working well with a cluster of local schools in sharing ideas and expertise in leadership and teaching.
- The small size of the school ensures that all pupils and families are known very well by staff. Very positive relationships with parents and carers and very good links with a wide range of community members and partners contribute well to improvements in pupils' achievement and well-being.
- Staff ensure that pupils benefit from a good balance of subjects and from a good range of interesting and exciting activities. The recent sharp focus on supporting numeracy and literacy across all subjects has been matched by the introduction of a more imaginative and exciting programme of topics. This change has had a positive effect on pupils' enthusiasm, progress and ability to work and learn independently, much enjoyed by pupils.
- However, in the Early Years Foundation Stage, the use of the outside area to support children's independent learning skills does not match the planning, range of activities or resources found inside the classroom.
- Support from the local authority has been helpful to the school in checking its performance and in training for both school leaders and governors.
- **The governance of the school:**
 - The governing body provides strong support and holds leaders and managers to account for the school's performance. It has successfully steered the school through a significant period of disruption and has ensured that the school is again improving and moving forward. It checks

rigorously that safeguarding arrangements are secure.

- Governors effectively oversee the arrangements for ensuring teachers' pay increases are linked to the quality of teaching and pupils' achievement. Governors know about the quality of teaching in the school. They understand the data on how well pupils make progress and achieve, and compare the school's performance to that of other schools. They understand how pupil premium funding is used and the benefit to the pupils it supports.
- The governing body plays an active role in the school's self-evaluation and improvement-planning processes. It knows what is happening in school, is aware that overall provision is good and is ambitious for the school to improve further.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	123497
Local authority	Shropshire
Inspection number	413023

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	45
Appropriate authority	The governing body
Chair	Paul Blackwell
Headteacher	Diane Pye
Date of previous school inspection	17 November 2009
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