

# Rumboldswyke Church of England Infant School

Rumbolds Close, Chichester, PO19 7UA,

## Inspection dates

2–3 July 2013

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

## Summary of key findings for parents and pupils

### This is a good school.

- This is a happy and caring school. Pupils thrive in the purposeful learning environment.
- Pupils leave Year 2 with well above average levels of attainment in reading, writing and mathematics.
- Children in the Early Years Foundation Stage settle quickly and get off to a start as a result of the exciting activities on offer.
- Leaders, including governors, have an accurate view of the school's strengths and areas for development. Senior leaders carefully monitor the quality of teaching and the progress of pupils. As a result, teaching is always at least good and pupils make rapid progress.
- All groups of pupils, including those who are disabled or have special educational needs and those known to be eligible for the pupil premium, receive good quality support and care and, as a result, they make good progress.
- Pupils are proud of their school and behaviour is exemplary. They enjoy themed topics throughout the year and learning about the environment, for instance through the Forest School's activities. Pupils respect one another and are keen to take on the responsibilities that the school offers.

### It is not yet an outstanding school because

- The youngest children in school do not have full access to an outside area throughout the day.
- Attendance and punctuality are not good enough.

## Information about this inspection

- The inspector observed teaching in nine lessons, two being jointly observed with the headteacher. The headteacher and inspector also examined pupils' work in books and some children read to the inspector.
- The inspector looked at a number of documents including school improvement plans, school policies, documents showing how leaders check teachers and the procedures for keeping pupils safe.
- Meetings were held with the school's senior leaders, a local authority representative and a group of pupils. There was a discussion with the Chair and Vice-Chair of the Governing Body.
- The views of 44 parents and carers were obtained through the on-line questionnaire (Parent View). Parents were also spoken to informally at the end of the school day.
- The inspector analysed the questionnaires returned by 12 members of staff.

## Inspection team

Liz Bowes, Lead inspector

Additional Inspector

## Full report

### Information about this school

- This is a smaller-than-average-sized infant school.
- The proportion of pupils known to be eligible for the pupil premium is below average. Pupil premium is additional funding for children looked after by the local authority, children from service families and pupils known to be eligible for free school meals.
- The proportion of disabled pupils and those with special educational needs who are supported through school action is average. The proportion of pupils supported at school action plus or with a statement of special educational needs is below average.
- The majority of pupils are White British. The proportion of pupils who speak English as an additional language is below average.

### What does the school need to do to improve further?

- Ensure that the youngest in school have full access to the outside area throughout the day.
- Increase attendance so that pupils receive their full entitlement to education.

## Inspection judgements

### The achievement of pupils is good

- 'My child is so happy at this school and is making very good progress,' said one parent at the end of the school day. All parents spoken to were overwhelmingly supportive.
- Children typically begin the Early Years Foundation Stage with variable levels of skills and knowledge. More recently, increasing proportions of children demonstrate skills below those expected for their age, particularly in communication and language skills. As a result of good teaching, children make demonstrable progress in Years 1 and 2 and they leave Year 2 with standards well above average in reading, writing and mathematics.
- Early reading skills are well taught. By Year 1, pupils are using their understanding of letters and sounds (phonics) to build unfamiliar words. The 2012 Year 1 national screening check of phonics showed that pupils have skills that are broadly in line with the average of all schools. However, the school's recent data show that skills are now higher. Older pupils enjoy reading and talk with enthusiasm about the books they have read, both at home and at school.
- Pupils make brisk progress in learning to write. In a Reception class, pupils were not only forming letters well and spelling simple words correctly but they were also being urged by the teacher to consider finger spaces between words and simple punctuation. High teacher expectations enable these children to make good progress.
- Achievement in mathematics is high and all pupils last year obtained the expected level or better. Pupils learn quickly because the work set for them is just at the right level. For example, in an outstanding Year 2 lesson, pupils were all given different challenging problems to solve. A few pupils in the school attain exceedingly highly in mathematics and some Year 1 pupils are already working at a higher level. To accommodate their needs the school has established a link with the junior school to ensure that their fast progress continues.
- Disabled pupils and those with special educational needs achieve well. They are identified early and activities are tailored to meet their specific requirements.
- Those pupils eligible for pupil premium funding make good progress and reach similar, or better, standards when compared to their classmates in reading, writing and mathematics. This is due to the very effective support offered to them by teaching assistants. Any gaps between these pupils and those nationally in English and mathematics are very small and closing rapidly.

### The quality of teaching is good

- Good teaching enables pupils to make rapid and sustained progress over time. Teachers, including those who are newly qualified, are highly skilled at understanding how to get the very best from their pupils. In all classes, work is well matched to pupils' ability levels and activities are exciting and fun.
- Teachers have high expectations and frequently challenge pupils to consider how they are going to improve their learning even further. Pupils enjoy these opportunities. As one stated, 'I just like to see how good I really am.'
- Teachers are extremely skilful in weaving in the values of the school into lessons. The school prides itself on respecting each child and valuing their uniqueness. For example, in a Reception class a cuddly toy goes home and photographs with the child and cuddly toy are taken at locations that are important to the child.
- Children in the Early Years Foundation Stage enjoy their learning. They quickly settle into lessons and learn to follow routines. Children choose their own activities and are well supported by adults. Throughout the school, pupils are encouraged to develop their independence, for example by finding resources in the classroom.
- Teaching assistants are well used to support learning. They are highly skilled and know the pupils well. They use imaginative strategies to help pupils learn; for example, in a Year 1 lesson the teaching assistant got pupils to use building blocks to create a theatre and then she

developed vocabulary by getting the pupils to describe the different areas, such as the foyer.

- Teachers have good subject knowledge and explain ideas clearly and confidently. They use questions well to enable pupils to explain their answers. These questions give pupils opportunities to explore and develop their understanding.
- Disabled pupils and those who have special educational needs are appropriately targeted for extra help.
- Marking is of a good standard and teachers provide detailed comments that help pupils move on to the next steps in their learning.

### **The behaviour and safety of pupils** are good

- Pupils are well behaved, courteous and polite at all times. Parents wholeheartedly agree that behaviour is good and that their children feel safe.
- Assemblies conducted both by the school and local clergy provide good opportunities for pupils to develop their spiritual, moral, social and cultural development. As one pupil stated, 'I get excited every Monday as it is a new start to the week and there is achievement assembly.'
- School life is enhanced by pupils' willingness to take on responsibilities, such as being a member of the school council. In doing so they have a voice in how the school develops.
- Pupils show a good understanding of what bullying is and the different types of bullying. They say that bullying is rare. Pupils with behavioural difficulties, who find it hard to act responsibly at times, respond very well to the school's consistently applied and caring behavioural management strategies. Pupils know how to keep themselves safe and are aware of the dangers of talking to strangers. They can cross the road safely and know what to do if something worries them when they are using the internet.
- The Forest School provides good opportunities for pupils to develop their social development and awareness of the world around them. They enjoyed learning about symmetry by making shapes out of mud. The spiritual garden is a place where children can calmly reflect and the fruit and vegetable garden gives pupils the opportunity to plant seeds and see them grow.
- Pupils are very caring of each other; the school council has started a friendship bench in the playground and those who may not have anyone to play with know that they can go there and have a friendly chat.
- Attendance and punctuality at the school are average and some pupils do not receive their full entitlement to education. The school is concerned about this and is working with a range of agencies and specific families have been targeted for support.

### **The leadership and management** are good

- The headteacher provides supportive, yet challenging, leadership to teachers. She has a very clear view on how successful the school can be and this vision is shared with staff, parents and governors alike.
- The school works well with parents. Those who responded to Parent View were extremely happy with how well the school is led and managed. Parents appreciate the openness and accessibility of the staff and many parents come into school and help. Parents found the evenings the school arranged on how phonics, reading and mathematics were taught very useful.
- The headteacher and deputy headteacher evaluate the performance of the school accurately. They have a clear understanding of what needs to be done to maintain its high standards and to continue to improve. The school development plan is sharply focused and shows how improvements will be made.
- The headteacher regularly checks the quality of teaching. Clear areas for development are provided and checks are made to see if these have been responded to. Teachers regularly look at pupils' work and talk to pupils to gain their views on learning. Leaders make good use of setting targets for teachers to develop their skills. There are strong links between the school's

evaluation of teaching and the professional development of teachers.

- Leaders and teachers use thorough systems to check pupils' progress which allow them to tailor teaching effectively to meet individual needs and so ensure equality of opportunity.
- The local authority provides light touch support to the school. It has an accurate understanding of the school's performance and has confidence in its ability to improve even further. The school support adviser helps with conducting joint observations. Other authority services, such as those provided by the inclusion manager, are greatly appreciated by the school.
- The outdoor area for one Reception class is good and there are plans to create an additional shelter for more outdoor play. However, it is difficult for the youngest children in the other Reception class to access the outside area easily as the classroom has one side door and poor outside visibility. There are set times for free-flow activity during the morning where all children have the opportunity to move freely between both early years' classes and the outside areas to explore, build, move and role play.'
- The school has good partnerships with the local junior school, the church and a range of other local agencies.
- Pupils enjoy their learning through themes and first hand experiences. Activities are planned for pupils that include memorable visits and visitors to the school. They enjoy the live music events provided by Chichester University students. Pupils talked enthusiastically about their visit to the theatre at Bognor.
- The school's arrangements for safeguarding meet statutory requirements.
- **The governance of the school:**
  - Members of the governing body know the school well and are very involved in school life. The Chair of the Governing Body has recently taken on the role of crossing supervisor to cover staff sickness. Governors challenge and hold school leaders to account. They know how well the school performs in relation to other schools nationally. They have an accurate understanding of the strengths and areas for development in teaching and know how teachers' performance is closely linked to the progress pupils make and how this is reflected in the salary structure. Governors are keen to ensure value for money and make sure that additional staffing and equipment funded through the pupil premium have a positive impact on eligible pupils' achievement.

## 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

<b>Unique reference number</b>	125975
<b>Local authority</b>	West Sussex
<b>Inspection number</b>	413357

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

<b>Type of school</b>	Infant
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	4–7
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	124
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Suni Lowe
<b>Headteacher</b>	Fiona Sayce
<b>Date of previous school inspection</b>	June 2008
<b>Telephone number</b>	01243 782368
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