

Rushall Primary School

Pelsall Lane, Rushall, Walsall, WS4 1NQ

Inspection dates 10–11 June 2015

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

Summary of key findings for parents and pupils

This is a good school.

- This school is well led and managed. The headteacher, supported by all staff and the governors, has created an inclusive school where all pupils can thrive.
- School leaders have taken effective action to improve achievement. Standards are rising and progress has improved markedly this year.
- Teaching is good and all staff work together well to help pupils to learn.
- Teachers often plan interesting and engaging activities to help pupils make good progress. Staff use questions well to deepen pupils' understanding.
- The curriculum promotes positive attitudes to learning, strongly develops spiritual, moral, social and cultural awareness and prepares pupils well for secondary school and life in modern Britain.
- The behaviour of pupils is outstanding. They are polite, considerate, responsible and keen to learn. They contribute greatly to the positive atmosphere in the school.
- The school's work to keep pupils safe and secure is outstanding. Staff are fully trained and informed on how to ensure pupils are safe, and take appropriate action if required.
- From very low starting points, children make outstanding progress in the Early Years Foundation Stage. They quickly develop the skills that they need to be successful learners in Year 1 and beyond.
- Disabled pupils and those with special educational needs benefit from personalised learning experiences to meet their individual needs. This allows them to make good progress in the Additionally Resourced Provision, in intervention groups and in mainstream classes.
- Pupils with a range of special educational needs in the school and in other local and regional schools receive high quality support from the Rushall Advisory Team. This has led to improved progress for many pupils.

It is not yet an outstanding school because

- Teachers do not ensure that all groups of pupils, particularly the most able and disadvantaged pupils, are challenged to make rapid and sustained progress over time.
- Teachers' marking and verbal feedback do not consistently show pupils the next steps that they need to take to improve their work.

Information about this inspection

- The inspection team visited 12 lessons to observe learning and behaviour, to talk to pupils and to examine displays. The headteacher and the deputy headteacher accompanied inspectors during 11 of these observations.
- Inspectors spoke and listened to groups of pupils, heard pupils read and looked at a range of work from different subjects. The inspectors observed pupils at the start of the day, during playtimes and at lunchtime. They also spoke to pupils informally around the school.
- Meetings were held with the headteacher, deputy headteacher, teachers, including those who hold additional responsibilities, five governors, and representatives from the local authority. Inspectors also spoke to parents when they visited the school.
- Responses from 28 parents to Parent View, Ofsted’s online questionnaire, and the 46 questionnaires that were returned by staff, were taken into account.
- Inspectors looked at a range of documentation, which included: the school’s check on how well it is doing and plans for improvement; evidence about how teachers are set targets to improve pupils’ progress; records of the school’s checks on the quality of teaching; minutes of meetings of the governing body; information about pupils’ progress over time; and, records relating to behaviour, attendance and safeguarding.

Inspection team

Simon Mosley, Lead inspector

Her Majesty’s Inspector

Colin Lower

Additional Inspector

Full report

Information about this school

- Rushall Primary School is an average-sized primary school.
- Most pupils are from White British backgrounds and speak English as their first language.
- The proportion of pupils who are disadvantaged and eligible for support through the pupil premium (additional funding for pupils known to be eligible for free school meals or looked after by the local authority) is above the national average.
- The proportion of disabled pupils and those who have special educational needs is above average.
- The school has an Additionally Resourced Provision (ARP) catering for children with autism and speech and language needs. Pupils with special educational needs join the school at different times of the school year in most year groups in order to benefit from this provision.
- The Rushall Advisory Team provides school-to-school support and in-school support. Staff within this team provide support for pupils with a range of special educational needs.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.

What does the school need to do to improve further?

- Secure outstanding achievement for all pupils by ensuring that:
 - teachers provide consistently high levels of challenge, particularly for the most able pupils
 - activities are planned so that more pupils, including disadvantaged pupils, make rapid and sustained progress
 - all marking and verbal feedback show pupils what to do next in order to improve their work.

Inspection judgements

The leadership and management are good

- The headteacher, supported by all staff and the governors, leads a school with a very positive ethos. Staff work extremely well together to ensure that pupils' behaviour is exemplary, that pupils are safe, keen to learn and make good progress.
- Leaders have a clear understanding of the strengths and areas of development in the school. They have taken action to maintain exceptionally high standards of behaviour and to keep all staff up to date on how to keep children safe. In addition to this, strategies to improve teaching and raise achievement have had a significant impact this year.
- The headteacher, staff, governors and pupils have high expectations of themselves and others in the school. This contributes to the team ethos in the school and has led to the development of leadership at all levels.
- Staff with leadership responsibilities drive developments well. This is evident across the range of areas, but it is particularly strong in the Early Years Foundation Stage, the ARP and within the Rushall Advisory Team. Leaders of these provisions have ensured high quality outcomes for the children with whom they work.
- Pupils are also given leadership responsibilities. Every pupil is a leader in one of six areas, including nutritional, digital and creative. This allows them to develop their leadership skills and improve the school.
- Systems to manage the performance of staff are good. Targets are focused on improving teaching and developing leadership, and link to achievement and the national standards. Staff are monitored appropriately and progress against these targets is assessed. Support and training opportunities are provided, based on need, and this has led to improvements in practice this year.
- The curriculum is rich and varied and provides a range of opportunities for pupils to develop new skills and deepen their understanding. It prepares them well for secondary school by promoting good achievement and outstanding behaviour while teaching the pupils how to remain safe. The curriculum prepares pupils well for life in modern Britain. Pupils take responsibility and learn about aspects of British life, such as democracy, respect and fairness. It also gives a strong basis for the pupils' spiritual, moral and social development.
- School leaders have used primary sport funding effectively to increase participation in a wider variety of sports and physical activities, and to promote healthy lifestyles and physical well-being. Sports coaches were used initially to help develop the provision but, as a result of effective training, staff are now able to deliver high quality lessons to develop sporting skills and promote physical activity. Healthy eating is promoted at lunchtime, with pupils receiving rewards for trying different fruit and vegetables. Sporting achievements are celebrated in assemblies. Swimming is particularly strong in the school. Many pupils now represent local swimming clubs and the school's girls' relay team has earned a place in a national final.
- Pupil premium funding is used well. Disadvantaged pupils are supported to experience a range of activities and to take responsibility. However, the majority of the funding is used directly to improve achievement and has led to improvements in the progress that disadvantaged pupils make. Improving the learning environment, raising aspirations, purchasing specialist resources and providing targeted intervention have all had a positive impact on closing the achievement gap.
- School staff actively promote equality of opportunity and, if it ever arises, tackle discrimination. As soon as an individual is identified as not achieving well, staff take action to remedy this. Leaders recognise the need to offer more consistent levels of challenge to the most able and to improve the attainment of disadvantaged pupils, but most pupils currently in the school are making good progress.
- Safeguarding arrangements meet current requirements and are most effective. Staff and governors receive up to date information and training and, as school staff work closely with other agencies, pupils who may be at risk are very well protected.
- Parents are extremely positive about the school. They feel well informed and indicated to inspectors that they are extremely happy with the quality of education and care provided by the school. Consequently, almost all parents who responded to Parent View feel that the school is well led and managed and would recommend the school to other parents.
- Local authority officers have provided appropriate support to the school through visits, moderation and governor training. The local authority has also commissioned support from the Rushall Advisory Team in order to support pupils with special educational needs in other local schools. However, reports produced by the link officer are generous and have not provided enough challenge to maintain outstanding achievement.

■ The governance of the school:

- Governors are extremely supportive of the school's work and contribute well to its ethos. They receive reports, including on the quality of teaching and on pupils' achievement, and the minutes of their meetings show that they ask challenging questions. However, despite training on the use of school data and an awareness of how the school had performed in relation to all schools and similar schools, governors were too willing to accept an overly positive interpretation of the school's historical achievement.
- Members of the governing body attend frequent meetings and visit the school on a regular basis. Consequently, they know where the strongest teaching is and, although they have not been required to tackle underperformance, they understand how the quality of teaching is evaluated.
- The governing body manages school finances well. The governors know how pupil premium funding has been used and they have a clear understanding of the impact of sport funding.
- Governors meet their statutory duties. Safeguarding arrangements are strong and policies and procedures are updated in a timely way. The school's website is of high quality and covers all the relevant areas.

The behaviour and safety of pupils are outstanding

Behaviour

- The behaviour of pupils is outstanding. They are polite and respectful and respond extremely positively to opportunities to take responsibility. For example, they are all pupil leaders and take ownership of improving aspects of the school, such as school standards, nutrition and life skills.
- There is a calm and caring atmosphere within the school. Pupils move sensibly around the building and play happily and energetically together in the school grounds. They show consideration for others in the playground and respond in a very sensible manner to end of play time routines. This allows them to re-enter the school building quickly and start lessons promptly.
- Pupils treat their school surroundings with respect and they are given responsibility for maintaining and improving the school environment. Pupils are proud to be members of the school community; they are well presented and look after their books and school equipment very well.
- Pupils respond extremely positively to high expectations of behaviour. As a result of staff consistently modelling and re-enforcing their expectations, pupils learn quickly to manage their own behaviour. For example, behaviour in the dining hall was of the highest standard. Pupils displayed excellent manners and held polite conversations with other children and adults.
- Behaviour logs indicate that inappropriate behaviour is extremely rare. Staff have been very successful in supporting the few pupils who have demonstrated less positive behaviour in the past, and there have been very few exclusions since the last inspection. Pupils' behaviour and attitudes in the ARP are good and parents, pupils and staff all agree that pupils behave exceptionally well throughout the school.
- Attitudes to learning are exemplary. Pupils' behaviour in lessons is impeccable; pupils work extremely well together in pairs and in larger groups and are expected to concentrate on their own work without reminders. They always listen carefully, follow instructions and complete set tasks to the best of their ability. They behave equally well for all members of staff.

Safety

- The school's work to keep pupils safe and secure is outstanding. Pupils are taught to stay safe, including when using the internet and around road traffic. The school site has good physical security to control access. As pupils behave in a way that ensures that they remain safe, they feel safe and all staff and almost all parents agree that the children are safe in school.
- The respectful and inclusive ethos of the school means that bullying is extremely rare. Pupils understand what it means to be unkind to someone and they are aware of different kinds of bullying. They are certain that if unkindness ever happened that staff would deal with it quickly and effectively.
- Adults are fully trained in how to look for signs that a pupil may be at risk, and they know what to do if a concern should arise. They have taken quick and appropriate action when necessary.
- Pupils are punctual and arrive to lessons ready to learn. Attendance has been in line with the national average since the last inspection; but, as a result of targeted action, it has improved this term.

The quality of teaching**is good**

- Teaching, across a range of subjects including English and mathematics, is good. As a result, most pupils, including disabled pupils and those with special educational needs, the most able and disadvantaged pupils make good progress during their time in the school.
- Pupils enjoy reading and are encouraged to read regularly. The more able pupils read a range of challenging texts and those who find reading more difficult have clear strategies for working out words by using the sounds that letters make. Pupils currently in the school are making good progress in reading.
- Spacious classrooms, including subject-specific teaching rooms, are used well to help pupils learn. Pupils study art, music and computing in well-resourced dedicated rooms, and attractive displays celebrate pupils' successes, motivate them and give pupils additional information to help their studies.
- All staff and pupils work well together. There is a clear team ethos and secure relationships help pupils to challenge themselves and take risks in their learning.
- Teaching makes a significant contribution to pupils' strong spiritual, moral, social and cultural development. Pupils take part in a range of musical, artistic, technological and sporting activities, they work extremely well together, study a range of faiths and think about what is right and wrong.
- Staff help to prepare pupils for life in modern Britain by developing responsibility and tolerance. Pupils have a genuine respect for the views of others and they are happy to discuss a range of topics in a thoughtful way.
- Teachers plan interesting lessons and use questions well in order to make pupils think more deeply about their learning. However, as pupils are not always moved on quickly enough once they understand the work, they do not make the rapid progress of which they are capable. For example, teachers are not yet planning to increase the progress made by disadvantaged pupils in order to compensate for earlier underachievement.
- The most able pupils do not make accelerated and sustained progress, as the work that they are set does not fully challenge them. Often, they listen to the same instructions and carry out the same initial activities as other pupils. As a result they do not spend enough time tackling more difficult tasks.
- Pupils usually receive good verbal feedback and their work is marked regularly. However, both written and oral feedback does not always give pupils clear next steps to improve their skills and understanding.
- Teaching in the ARP is high quality and is tailored to help children with special educational needs learn well. As support for pupils in mainstream classes is also good, disabled pupils and those with special educational needs make good progress during their time in Rushall Primary School.
- Teaching in the Early Years Foundation Stage is outstanding. Teachers keep a close check on children's progress and modify what they are doing to address gaps in their skills and understanding. Consequently, children make outstanding progress in Nursery and Reception classes.

The achievement of pupils**is good**

- Since the last inspection, most pupils who started their education at Rushall Primary School have continued to make good progress, but overall achievement has declined. It is now improving so pupils currently in the school, including disabled pupils and those with special educational needs, disadvantaged pupils and the most able, are making good progress. As a result, attainment is improving and increasing numbers of pupils are reaching the higher levels in all subjects.
- The majority of children enter the Nursery and Reception with a level of development and skills that are below those typical for their age, especially in language and communication. As a result of outstanding teaching, children are well prepared for their learning in Key Stage 1 and a larger proportion than nationally leave the Early Years Foundation Stage with the skills and knowledge they need to be successful learners. In 2014, the achievement of disadvantaged children did not match that other children in Reception, but this is improving rapidly.
- The proportion of pupils reaching the expected standard in the Year 1 phonic check (knowledge about letters and the sounds they make) was higher than the national average in 2014. As a result of skilful teaching, more pupils currently in the school have the skills and knowledge to tackle unfamiliar words and a greater proportion is working at the expected standard. A higher proportion of pupils who are supported by the pupil premium is now achieving the expected standard.
- Attainment in Key Stage 1 improved in 2014, but it remained below the national average and boys did better than girls. Actions taken to address underachievement are making a difference and pupils are

making better progress in Key Stage 1. Actions to improve the achievement of girls in mathematics, in particular, are having a positive impact.

- In 2014, Year 6 pupils achieved results that were broadly in line with the national average. This represents good progress from their starting points in the early years. Work in books and the school's own data indicate that pupils currently in the school are on track to gain higher results this year.
- Most Year 6 pupils made at least the progress expected of them in reading, writing and mathematics in 2014. However, this was a smaller proportion than nationally and fewer made rapid progress when compared to national figures. Current information about pupils' achievement indicates that progress has accelerated in reading, writing and mathematics.
- Last year, the achievement of the most able pupils in the school was broadly in line to similar pupils nationally. A larger proportion of the most able pupils in the school achieved the higher levels in reading and writing than in mathematics. Current achievement indicates that a greater proportion of Year 6 pupils is achieving the higher levels than in the past, but there is scope for them to achieve more.
- In 2014, the overall attainment of disadvantaged pupils leaving Year 6 was lower than that of other pupils in the school in reading and writing, lower than other pupils nationally in reading, writing and mathematics. Disadvantaged pupils made less progress than other pupils nationally, so they were two terms behind in reading and mathematics and two and a half terms behind in writing. As a result of targeted action by all staff, disadvantaged pupils currently in the school now make good progress and their attainment is improving quickly.
- Since the last inspection, disabled pupils and those with special educational needs have made similar progress to other pupils in the school. As a result of tailored support to meet individual needs, both in the classroom and in the ARP, they are now matching the good progress made by other pupils in the school.

The early years provision

is outstanding

- Children thrive in the Early Years Foundation Stage. Many start unable to communicate clearly and struggle to use equipment such as crayons and scissors. High expectations, clearly established routines and the nurturing environment help children to grow in confidence and learn new skills quickly.
- Adults model positive behaviour and talk to children about making good choices. Consequently, children who previously found it difficult to take turns and to share, play together happily and wait patiently for adult attention.
- Staff are well trained in safeguarding procedures and make sure that that children are safe in the Nursery and Reception classes. Children learn to identify risks and play safely and some of them soon become pupil leaders in social, emotional and physical well-being.
- Teachers work well with parents to find out what the children can and cannot do. Staff and parents meet regularly to discuss the children's developing skills, track their progress and agree next steps. This helps the children to make outstanding progress in the Early Years Foundation Stage.
- Staff provide an exciting and dynamic balance of activities. Children spend quality time being taught by adults, but have carefully planned opportunities to use their imagination, explore and apply their developing skills.
- Teachers and teaching assistants work extremely well together to check on the progress that children are making and to plan learning experiences that will allow them to make more progress. They will adapt their plans to allow children to make rapid progress through a variety of activities.
- Adults help children to develop their communication skills well. Precisely targeted teaching helps children to learn to say words more clearly and to use a larger variety of words when they speak. Teachers are very effective in helping children hear and use good spoken English. This helps children to increase in confidence and overcome significant difficulties that they have in talking about themselves or what they are doing.
- Phonics is taught exceptionally well in the Nursery and Reception classes. Children learn to hear sounds in words and recognise letters. Children's work indicates that children are able to apply this knowledge in their early attempts at writing.
- As a result of outstanding teaching and excellent care, children develop self-confidence and a willingness to learn. They overcome their communication difficulties and develop good learning habits, ready for when they enter Year 1. They build upon their weak reading, writing and mathematical skills that they have when they start the Early Years Foundation Stage to leave with a higher proportion of them than the national average reaching a good level of development. This is outstanding achievement as children are very well prepared for learning in Year 1.

- The leadership of the Early Years Foundation Stage is outstanding. It is characterised by a determination to continually improve in order to get the best possible outcomes for the children. Consequently, rigorous tracking and targeted action, coupled with outstanding teaching, have led to outstanding achievement. This is supported by high expectations in a caring environment which ensures that the children are safe and behave well.

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	104196
Local authority	Walsall
Inspection number	461600

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	250
Appropriate authority	The governing body
Chair	Paul Labrum
Headteacher	Kate Bargh
Date of previous school inspection	3 - 4 July 2012
Telephone number	01922682300
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