

Rushbury CofE Primary School

Rushbury, Church Stretton, Shropshire SY6 7EB

Inspection dates

9–10 May 2017

Overall effectiveness	Outstanding
Effectiveness of leadership and management	Outstanding
Quality of teaching, learning and assessment	Outstanding
Personal development, behaviour and welfare	Outstanding
Outcomes for pupils	Outstanding
Early years provision	Outstanding
Overall effectiveness at previous inspection	Good

Summary of key findings for parents and pupils

This is an outstanding school

- Through determination, ambition, and commitment, the headteacher has led sustained improvements to teaching and learning since the last inspection. She has grown a dedicated and competent staff team whose collective high expectations are reflected in all aspects of the school.
- Leaders monitor aspects of the school's work very closely so they have an accurate view of its strengths and areas for development.
- Teaching, supported very effectively by additional adults, consistently sets high expectations and challenges to ensure that pupils do as well as they can. Pupils in the school are making excellent progress including pupils who have special educational needs and/or disabilities.
- Children get off to a swift start in Reception where they quickly settle and make progress through the exciting activities which stimulate their interest and discussion.
- Governors are skilled and knowledgeable and know the school extremely well. They provide high levels of support and challenge to ensure that the pupils get a high quality of education.
- There is scope now to ensure that staff, at all levels, have the opportunity to visit other schools to share best practice and to sustain improvement to the quality of teaching, learning and pupil outcomes.
- Pupils' behaviour is exemplary, both in lessons and around the school. They have very positive attitudes to learning and their above average attendance reflects their enjoyment of school.
- Pupils feel very safe in school as a result of the school's rigorous systems for safeguarding.
- The school makes effective use of the pupil premium to ensure that disadvantaged pupils are doing well.
- Pupils greatly enjoy a rich and exciting curriculum that fires their imaginations and broadens their social outlook, providing memorable experiences that engage and enthuse them. They grow in confidence and develop a mature sense of responsibility.
- The school provides excellent opportunities for pupils' personal development and welfare. Pupils learn to work together, to take responsibility and to contribute to the life of the school.
- The parents, pupils and staff who expressed their views were overwhelmingly positive about the school's leadership and provision.
- Leaders are rightly focusing on developing pupils' spelling skills to help them improve further.

Full report

What does the school need to do to improve further?

- Refine the approach to the teaching of spelling to develop pupils' spelling skills and further raise outcomes in reading and writing.
- Continue to explore ways of working with other schools, their staff and leaders to share best practice and sustain improvement.

Inspection judgements

Effectiveness of leadership and management

Outstanding

- This inspirational headteacher has worked tirelessly to improve the school since the previous inspection. As a result, the school provides an outstanding education. Pupils thrive in this caring, safe and motivating environment. They make excellent progress in their learning, whatever their starting points.
- Staff are exceptionally well led by the headteacher and work as a highly effective team with a shared ambition. Every child is known as an individual and provided with the very best care and understanding to support their learning. As a result, pupils make excellent progress.
- Senior leaders have an accurate view of the school's strengths and priorities. Priorities for sustained improvement are set out in the school's action plans and are informed by leaders' accurate assessments of pupils' progress and teachers' performance. There are clear and coherent measures of success in these plans, as well as targets and systematic and timely reviews carried out by leaders and staff.
- Regular checks of pupils' work in books, thorough analyses of assessments and standardised reading, writing and mathematics tests, and regular visits to lessons ensure that teachers and support staff help pupils to achieve their full potential. Leaders have correctly identified a key focus is to refine the approach to teaching spelling and ensure that it is consistently applied across the school.
- The procedures used by the headteacher and governors to manage staff performance are very effective. Individual teachers and teaching assistants receive the right support and guidance to ensure that staff continually improve their practice. Staff questionnaires were overwhelmingly positive. One member of staff commented, 'All the staff make an exceptional effort with the pupils and in turn they are polite, respectful and eager to learn.'
- The school's inclusive ethos means that excellent guidance is given to pupils who have special educational needs and/or disabilities. Pupils' needs are swiftly identified, the provision is managed extremely well and, consequently, pupils make strong progress from their individual starting points.
- Leaders are dedicated to providing pupils with educational and enriching opportunities. The curriculum is extremely well designed so that pupils gain excellent knowledge and skills across a range of subjects and themes. The subjects develop a love of learning in pupils. Pupils talked enthusiastically about making a fire for survival in the woodlands area. They discussed how they linked this to their writing when they wrote a list of instructions for survival. Pupils enthused about the opportunities that are available to them. Pupils gain a wealth of experience going on trips to a wide variety of locations, including places of worship such as a synagogue in Liverpool.
- The curriculum promotes pupils' spiritual, moral, social and cultural education fully. Leaders promote British values very well and this helps pupils to build their confidence and readiness for their future lives.

- Leaders allocate the pupil premium grant wisely, mindful of individual pupils' circumstances, so that disadvantaged pupils receive the support they need to achieve well and have a fulfilling experience of school life.
- Leaders invest the physical education and sports premium effectively so that pupils gain experience of a wide range of sports, are able to take part in competitions and benefit from teaching by specialist sports coaches.
- The headteacher overcomes the potential isolation of such a small rural school by working well with leaders from other local schools. She has correctly identified that the next step is for all staff to have regular opportunities to visit other schools to share and gain ideas.
- Parents with whom the inspector spoke were overwhelmingly positive about the school. A number of parents took the time to complete Ofsted's online free-text survey. Typical comments include, 'I could not imagine my child getting better education, encouragement and experiences in any school. I am extremely happy with what Rushbury offers.'

Governance of the school

- The quality of governance is strong. Governors work very effectively with the headteacher and staff. They are trained well and have a clear understanding of pupils' progress and how it compares to that of other pupils nationally. They are also aware of the impact of the small cohorts and mobility on overall outcomes. As a result, they ask challenging questions and hold leaders fully to account.
- Governors bring a range of expertise, skills and knowledge to the role. Regular visits to the school give them a very good understanding of how well teachers are doing, through first-hand observations and discussions with staff. Although numbers are small, governors ensure that the pupil premium is spent well on extra support so that eligible pupils achieve as well as other pupils.
- Governors manage the budget extremely well and spending decisions are based firmly on improving outcomes for pupils. They make sure that the safeguarding procedures are robust and requirements are fully met.

Safeguarding

- The arrangements for safeguarding are effective.
- There is a strong culture of safeguarding embedded in the school. The school has well organised and thorough systems to maintain the safety of pupils. Staff are perceptive to signs that might raise safeguarding concerns and are clear what they need to do, because of their regular training. There are very good links with parents, carers and external organisations so that pupils receive timely and effective help when necessary.
- Pupils report that they feel safe in school and that the school helps them learn how to stay safe both in and out of school. Parents are overwhelmingly positive about how the school provides such a safe and stable environment for their child.

Quality of teaching, learning and assessment

Outstanding

- Teaching in the school is outstanding and, as a result, pupils make excellent gains in their learning.
- Lessons across the school are characterised by diligent, attentive pupils who are motivated to do well because of adults' high expectations and commitment. Teachers provide clear explanations and demonstrate the learning they expect of pupils, so pupils are able to embark on tasks promptly and successfully.
- The highly positive relationships between pupils and adults nurtured across the school enhance learning in lessons. Pupils are confident sharing their ideas and work together well when persevering with more difficult tasks. Teachers and teaching assistants judge accurately the right point to provide additional guidance and when pupils are able to work out a problem for themselves and with each other.
- Teachers provide high-quality experiences, activities and resources that excite pupils' interest and encourage them to learn. For example, in a Year 5 writing lesson, pupils were inspired by a trip to Snailbeach mine. They used the learning experience and information they had gained to write high-quality newspaper reports.
- Teachers make sure that work is well planned to take account of pupils' different starting points, especially as pupils are placed in mixed-age classes throughout the school.
- The skilled team of support staff makes a significant contribution to pupils' learning. Excellent liaison with the class teachers gives assistants a clear understanding of what is expected of them.
- Assessment of pupils' work is accurate and feedback is often given in the lesson so pupils can immediately act upon improvement points. Work identified in pupils' books shows that areas identified for improvement earlier in the academic year have often been addressed.
- Teachers are skilful at asking challenging questions to extend the learning of the most able pupils. In the Year 5 and 6 class, pupils were able to talk about historic and recent disasters in the world with confidence. Excellent questioning by the teacher deepened their learning further and they were able to discuss natural and man-made disasters with a great deal of understanding and knowledge.
- Teachers have provided activities to enable pupils to produce a wide range of extended pieces of writing from non-chronological reports to story writing. They have successfully motivated pupils to write at length with sustained concentration. For example, in a Year 1 and 2 class pupils were highly focused on writing at length about a story they had heard.
- The whole-school focus on the teaching of mathematics has been successful. Teachers successfully help pupils to become proficient in using their knowledge of number to complete calculations with fluency and accuracy. Teachers provide very good opportunities for pupils to apply their mathematical knowledge to reason and solve problems. In a Year 3 and 4 class, pupils were undertaking a practical mathematics

problem in the playground. Pupils confidently discussed the range of skills and knowledge they needed to find the answer.

- The teaching of phonics in key stage 1 is effective and enables pupils to acquire reading skills quickly. As pupils progress into key stage 2 they become fluent and confident readers.
- Spelling skills need to be developed for some pupils in order to improve their writing further.

Personal development, behaviour and welfare Outstanding

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is outstanding.
- Pupils have excellent opportunities to influence the work of the school. Pupil committees have been set up to allow more pupils to make decisions about the school, such as school councillors, the eco, safety and weather committees. Pupils told the inspector, 'We really want to make a difference in the school and world.' Key stage 2 pupils enjoy regular opportunities to plan and deliver assemblies. One pupil told the inspector, 'Doing assemblies really helps with our confidence and performance. It helps us to deal with any nervousness.'
- Pupils are very considerate towards one another and staff. They were keen to tell the inspector, 'Bullying is very, very rare and never really happens.' Pupils trust staff and are confident they will listen to their problems and act upon concerns.
- Pupils have a high sense of safety awareness, including how to stay safe when using the internet.
- Pupils learn to consider their role in society. They help others by raising funds for charities. These events sharpen their enterprise skills well.
- All parents who responded to Parent View, or spoke to the inspector, agreed that their children were safe in school.

Behaviour

- The behaviour of pupils is outstanding.
- Pupils are extremely polite and friendly towards visitors and play sensibly in the playground. They socialise happily at breaktime and lunchtime. They are keen to share their views and listen respectfully to others. Pupils are very proud of their school.
- Staff have the highest expectations of behaviour and pupils fully understand this. Pupils have excellent relationships with adults who work with them. There is a strong feeling in the school that it is like a family, with all members of the community valued and respected.
- Pupils are confident learners and respond extremely well to learning in lessons and the excellent opportunities they have to study topics, engage in art, music, sport, participate in educational visits or work in the woodlands area as part of their learning.

- Pupils and parents appreciate the importance of regular attendance and being punctual to school. Regular reminders by staff about attendance, including a board showing weekly attendance, motivates pupils and staff to maintain high standards. Attendance is consistently above national figures. Pupils enjoy school and do not like to miss time in lessons.
- There have been no exclusions over the last few years.
- Pupils reported that they enjoy coming to school. All parents who responded to Parent View said their children were happy at school. One parent told the inspector, 'My child is so happy and confident now.'

Outcomes for pupils

Outstanding

- Pupils currently in the school are making excellent progress from their starting points in reading, writing and mathematics. Progress in spelling is not quite as strong and has been identified as a focus area by leaders.
- Pupils make a strong start in understanding the sounds letters make. Pupils are confident readers because of the high focus on reading throughout the school.
- Pupils make rapid progress in other subjects, in addition to English and mathematics. Leaders have ensured that there is a clear progression of skills and knowledge in the mixed-ability classes. For example, in art, pupils demonstrate a wide range of art techniques and creative skills. In history, pupils learn about cultures and historical events in different countries. Pupils were very keen to share with the inspector the animations they had made in their information technology lessons.
- The most able pupils are identified through close monitoring of outcomes to ensure that they are on track to make rapid progress and are not coasting. The wider enrichment opportunities beyond the classroom contribute significantly to their learning.
- The number of disadvantaged pupils is small. The school's own evidence and that gathered during the inspection show that disadvantaged pupils are making very good progress across the school.
- Current pupils who have special educational needs and/or disabilities make excellent progress from their individual starting points. This is because of well-focused support and highly effective teaching by teachers and other adults. Independence is encouraged and work is set at the right level to be challenging but achievable.
- In 2016 at key stage 2, the percentage of pupils who attained the expected standard was below the national average in mathematics, spelling, grammar and punctuation. However, there were pupils who had joined the school during key stage 2 with variable starting points. In the current Year 6 and Year 2, pupils' attainment is high in reading, writing and mathematics as confirmed by inspection evidence.
- Parents and pupils express highly positive views about learning and progress. The comment of one parent that, 'The support is incredible from all staff and the children have made amazing progress during their time in school', was typical of many parents who spoke to the inspector. Pupils are very well prepared for their next steps as they move through the school, ready to start their secondary education.

Early years provision

Outstanding

- Children's attainment on entry to the Reception class varies from year to year but is generally typical for this year group. By the end of Reception, children have made excellent progress from their starting points. In 2015 and 2016 nearly all pupils reached a good level of development. In 2016, there were no disadvantaged pupils.
- Current children are on track to attain above-average outcomes at the end of this year. This is a marked improvement since the time of the last inspection and means that children are well prepared for their transition to Year 1.
- The teacher and additional adult are skilled and effective in knowing when to intervene to ask a challenging question and when to step back and observe. As a result, children make strong gains in learning. Staff work very well together as a strong and effective team.
- Children are happy and well cared for and they behave exceptionally well. They share and cooperate very positively with each other. Their independence is promoted well and they are confident to work on activities without direct supervision from an adult.
- Children demonstrate pride in their achievements and they constantly show a desire to learn. During their time in the outdoor environment, they worked collaboratively to plan a model of a story they had heard. They then retold the story to the rest of the class with great enthusiasm.
- Excellent leadership has ensured that the school now has a vibrant outdoor learning environment, which was a development area from the last inspection. The outdoor woodlands environment is also conducive to children's development of the natural world. The children learn exceptionally well in both of these outdoor environments.
- Safeguarding practice matches the strong practice across the rest of the school. All welfare requirements are met.
- Parents are involved in their child's learning from the start. Parents who spoke to the inspector were highly positive about the experience they have in the Reception class. One parent commented, 'My child loves coming to school. I cannot praise enough and communication is excellent.'

School details

Unique reference number	123497
Local authority	Shropshire
Inspection number	10032688

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	Voluntary controlled
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	50
Appropriate authority	The governing body
Chair	Helen Tipton
Headteacher	Diane Pye
Telephone number	01694 771 233
Website	www.rushburyschool.co.uk/
Email address	admin.rushbury@shropshirelg.net
Date of previous inspection	26 June 2013

Information about this school

- The school meets requirements on the publication of specified information on its website.
- The school is smaller than the average-sized primary school. Some year groups have a small number of pupils
- Most pupils are of White British heritage.
- The proportion of pupils who have special educational needs and/or disabilities is average.
- The proportion of pupils supported by pupil premium is below average.
- The proportion of pupils who join or leave the school other than at normal addition times is higher than average.

Information about this inspection

- The inspector gathered a range of evidence to judge the quality of teaching, learning and assessment over time. She observed learning in lessons. These included joint observations with the headteacher. In addition, the inspector listened to pupils read in key stages 1 and 2.
- The inspector looked at examples of pupils' work and talked to them about their learning.
- The inspector talked to parents and carers as they brought their children to school and examined the online survey for parents.
- The inspector took account of the 27 responses to Parent View, Ofsted's online questionnaire.
- The views of the seven staff who completed the online questionnaires were considered.
- Meetings were held with pupils, three governors and school leaders. The inspector also spoke to a governor on the phone and a headteacher from a local school.
- The inspector had telephone discussions with two representatives from the local authority.
- The inspector looked at a wide range of documents, including the school's own information on pupils' current progress, planning of work in different subjects, leaders' monitoring of the quality of teaching and learning and records relating to behaviour, attendance and safeguarding of pupils.

Inspection team

Sarah Somers, lead inspector

Ofsted Inspector

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