

Rushwick CofE Primary School

Upper Wick Lane, Rushwick, Worcester, Worcestershire WR2 5SU

Inspection dates

2–3 May 2018

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

Summary of key findings for parents and pupils

This is a school that requires improvement

- Senior leaders and governors do not thoroughly check that the school is performing sufficiently well.
- Senior leaders do not have a clear understanding of how well different groups, including the most able pupils and those who have special educational needs (SEN) and/or disabilities, are achieving.
- Teaching is not yet securely good. This is owing to weaker teaching of reading and writing.
- Pupils do not apply skills taught in reading lessons well when reading harder books.
- Pupils capable of attaining high standards in writing are not as well challenged as they could be.
- Outcomes last year were weaker than in previous years. This was most notably seen in pupils' progress through key stage 2.
- This year, despite pupils making better progress, outcomes are yet to be securely good.
- Overall, the school's provision for pupils' spiritual, moral, social and cultural development is effective. Leaders recognise that they have a less secure knowledge of how well pupils are taught about the diverse range of cultures seen in Britain today.

The school has the following strengths

- Subject leaders have secured better outcomes for pupils this year, including for those who are disadvantaged.
- Leaders have a clear rationale for their curriculum.
- Pupils behave well. Their personal and social development is well provided for.
- Effective leadership and teaching in the early years continues to be effective. Children are well prepared for Year 1.
- Governors have the capacity to support and challenge school leaders well.
- Parents are very positive about how Rushwick cares for their children. All pupils and families are made to feel welcome.

Full report

What does the school need to do to improve further?

- Improve teaching, so that more pupils make better progress in English through each year group, by:
 - checking how well pupils are using their reading skills to read harder books
 - ensuring that the most able pupils, and those capable of attaining higher standards, are given writing activities which challenge them well.
- Improve leadership and management by ensuring that senior leaders:
 - critically evaluate school performance to enable them to have a more accurate view of pupils' academic progress and of how well pupils gain knowledge of other cultures
 - evaluate the effectiveness of subject leaders in enabling both the most able pupils and those who have SEN to achieve standards they are capable of.

Inspection judgements

Effectiveness of leadership and management

Requires improvement

- Senior leaders do not present a coherent and accurate evaluation of school performance, for example of reasons why teaching is yet to be securely good. This means that current areas for school improvement are not as refined as they could be.
- From the start of this academic year, subject leaders have gathered useful information about how well pupils are achieving in different subjects. Senior leaders do not make it clear to these leaders how they would like such information presented. There is ambiguity in leaders' knowledge about the progress of different groups of pupils. As a result, leaders do not have a secure understanding of how well the most able pupils and those who have SEN and/or disabilities are progressing.
- The provision for pupils' spiritual, moral, social and cultural development is effective overall. Discussions with pupils show that they are tolerant and have a good understanding of spirituality. The effectiveness of the school's work to support pupils' understanding of cultural diversity, away from their local area, is not as evident as that seen for the other aspects.
- Leaders present a secure rationale for their curriculum. School values, along with principles of enabling pupils to develop their own opinions and collaborate with each other, underpin the curriculum at Rushwick. Recent initiatives, such as work to help pupils reflect on their own decision-making, complement this well. Leaders' evaluation of how teaching promotes such values is not rigorous.
- The school is recognised in the local community as providing a welcoming and inclusive environment for all pupils. This recognition is reflected in the strong parental confidence in the school. One comment appreciating how the school provides parents with helpful information about the curriculum to be covered in the new term reflects the views of parents well.
- English and mathematics leaders were appointed at the start of this academic year. They have already demonstrated their impact. Pupils are learning better in these subjects, when compared with previous years. Leaders recognise that more incisive evaluation of their monitoring work will help them focus teachers' attention on aspects that need to improve.
- The Rushwick community is rightly proud of its caring culture. Leaders and staff go out of their way to ensure that pupils are well cared for. Pupils know this and feel secure in school, willingly adhering to school values.
- Senior leaders articulate their ambition for pupils' personal and social development well. Leaders are yet to embed secure methods of ensuring that desired academic standards are achieved.
- The local authority representative provides effective support for the school. Despite having only visited the school a few times, she knows what the school needs to do to secure strong improvement. Her work with leaders has helped to improve both leadership and teaching.
- Leaders have facilitated appropriate professional training for staff. This includes how

teachers can teach reading activities to enable pupils to acquire higher-level reading skills. These sessions are now part of the daily timetable in each class.

- Senior leaders spend pupil premium funding well. They rightly fund aspects which are designed to ensure that pupils are ready for learning. Examples of expenditure include funding free places at the school before- and after-school club and training for staff on supporting pupils with social and emotional difficulties. As a result, disadvantaged pupils attend well at Rushwick and make similar progress to their classmates in their academic studies.
- Leaders are clear that the primary physical education and sport premium funding is intended to encourage and enable all pupils to participate in sporting activities. A wide range of sports is now delivered during lunchtime and after school. Pupils who previously may not have participated do so now.

Governance of the school

- Governance at Rushwick is effective.
- Governors have good capacity for further improvement. This is because they have systems in place which enable them to check how well the school is performing in a timely way. They recognise that they do not yet evaluate the effectiveness of provision as thoroughly as they could, for example whether the most able pupils or those who have SEN and/or disabilities are making sufficient progress.
- Governors support senior leaders well when weaker teaching is identified. This has resulted in improved teaching this academic year.
- Governors ensure that their statutory duties are carried out appropriately. Strong links with parents and the local community result in governors keeping up to date with local views about the school.
- Governors recently discussed how the school helps to prepare pupils for life in modern Britain. Their discussion was well informed by a document written by leaders which explained the links between school values and pupils' attitudes to tolerance and respect.

Safeguarding

- The arrangements for safeguarding are effective.
- Parental views demonstrate that they are secure in the effectiveness of school's arrangements for keeping their children safe. They cite different ways that the school does this, including ensuring that medication is given to pupils at appropriate times.
- Staff know what to do should they become concerned about a pupil's welfare. Newly appointed staff receive effective support in understanding the school's policies and procedures.
- Recent building works were well managed by senior leaders. They ensured that pupils were kept safe during the project and that the new buildings enable pupils to play safely, with staff able to observe pupils easily.
- Safeguarding provision meets requirements. However, senior leaders recognise that

their procedures could be even tighter when working with external agencies.

Quality of teaching, learning and assessment

Requires improvement

- The teaching of reading and writing is weaker than that seen in mathematics. In reading, teachers do not frequently check how well pupils apply the skills learned in designated reading lessons when reading other, more challenging, material.
- This year, pupils' writing across a range of different subjects does not demonstrate secure progress. This is owing to teachers not delivering lessons which enable pupils of different abilities to demonstrate sufficiently high standards in their writing. Typically, the most able pupils, and those capable of attaining high standards, are affected most.
- The teaching of different subjects and in different year groups is improving this year, but remains variable. Reasons for this include inconsistency in the frequency that teachers and teaching assistants encourage pupils to be curious in lessons.
- Teachers' questioning is effective. Where best, it encourages pupils (including those who have SEN and/or disabilities) first to contribute their ideas to the class and then to refine them with help from discussion with classmates. This aspect of teaching aligns well with the school's curriculum rationale.
- Although pupils are yet to use their reading skills consistently well in tackling harder texts, the teaching of specific reading skills has improved this year. Group reading sessions are facilitated well by teachers. The teaching of phonics is effective, as teachers introduce pupils to unfamiliar words thoughtfully, using the sounds of letters which pupils are familiar with. Pupils are developing secure deduction and inference skills.
- Through the course of this academic year, pupils have been taught calculation and problem-solving skills well in mathematics. This balance of work has led to pupils being more secure in their mathematical understanding. As a result, the teaching of mathematics is typically good this year.
- Pupils take opportunities to write at length across a range of subjects. This helps teachers gather evidence about how well pupils are applying grammar, punctuation and spelling skills when writing for different purposes, for example in geography and history work.
- Teaching in the early years is effective this year and has been over recent years. It has resulted in children attaining well across the early years curriculum. This means that children are well prepared for the teaching in Year 1.
- Teachers use pupils' assessment information better this year than previously. Leaders have introduced national standardised assessments. This has helped teachers identify gaps in pupils' understanding of skills required in each year group. Leaders and teachers recognise that there is still work to do to improve planning for individual pupils' needs.
- Different groups of pupils, including boys, girls and those who are disadvantaged, achieve similarly well in the core subjects. Neither group is adversely affected by weaker teaching.
- Homework has been refreshed since the previous inspection. Leaders encouraged

parents and pupils to voice their opinions, which were used to inform changes. Both groups welcome changes made, which include the introduction of weekly mathematical activities. However, not all classes have their reading records monitored closely. This adversely affects teachers' ability to check the impact of the teaching of reading skills.

Personal development, behaviour and welfare

Good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Pupils are strong advocates for their school. They are proud to be part of the Rushwick community and show this through their attitudes both in school and when on school visits.
- Pupils care for each other well. During break and lunchtimes, pupils show empathy for each other. They respond to friends' unhappiness by offering ideas about what they could do in order to feel better.
- When teaching encourages them to do so, pupils cooperate well. They listen well to each other and value one another's opinions. This leads to pupils being more confident learners.
- Pupils' physical and emotional well-being is well promoted. Leaders' use of sport premium funding has resulted in pupils being more aware of the importance of healthy lifestyles. The school's ethos is caring and inclusive. Staff look out for all pupils, especially those who are most vulnerable.
- Pupils understand the dangers of learning and playing online. This is owing to effective internet safety provision. Governors monitor the effectiveness of this work well.
- No recent incidents of bullying have been reported. Pupils state that bullying does not occur at their school. During the inspection, there was no evidence of discrimination.

Behaviour

- The behaviour of pupils is good.
- School values underpin the work of the school. Pupils, staff and governors refer to their values frequently, using them to help clarify what they should and should not do. For example, adults and pupils discuss values when pupils need to make sense of why certain behaviour is unwanted.
- Parents express very positive views about pupils' behaviour and the school's work to keep pupils safe. The school has managed a recent significant period of building works well. Leaders ensured that pupils' safety and welfare were at the heart of their decision-making. This included rigorous checks on visitors to the site and the design of buildings, and took into consideration how pupils would learn and play in them.
- So far this year, overall attendance for all groups of pupils, including those who have SEN and/or disabilities, is above average. The rate of persistent absence is below the national figure. The improvement this year is owing to leaders and staff adhering to school processes and balancing support and challenge when working with families.

- Pupils collaborate well in their learning and cooperate well when playing. They conduct themselves well at all times of the school day. As a result, disruption in lessons is rare. Typically, pupils show positive attitudes to learning. Where academic expectations are not sufficiently high, pupils' attitudes can vary.

Outcomes for pupils

Requires improvement

- Pupils' outcomes in 2017, most notably progress in key stage 2, was weaker than in previous years. For the past two years, the proportion of pupils making sufficient progress in their reading was low when compared with national proportions.
- Since the time of the previous inspection, children in the early years have been well prepared for the Year 1 curriculum. The proportion of Year 2 pupils who have secured expected skills and knowledge as they move into key stage 2 has been similar to national figures. There has been variability in the numbers exceeding these expectations. Year 6 outcomes dipped over the past two years. The downward trend has halted this year.
- This year, pupils' achievement is variable between each year group. Nonetheless, progress is stronger this year when compared to that seen last year. Progress in mathematics is strongest, when compared with reading and writing. This is because pupils apply specific calculation skills well in their problem-solving activities.
- The most able pupils, together with those capable of higher attainment, are not attaining the standards they are capable of. This is most notable in writing.
- Leaders are unable to present convincing evidence that pupils who have SEN and/or disabilities make strong progress in the core subjects relative to their needs and starting points. This is because information about what pupils can and cannot do is not clear.
- The better rates of progress seen this year are owing to improved progress for those pupils who need to catch up in their learning. This is because recently introduced strategies, such as those related to reading, are having a positive impact.
- The progress of disadvantaged pupils has to be considered carefully, given the small number of pupils. Typically, they make similar rates of progress to their classmates in reading, writing and mathematics.
- Last year, almost all pupils attained the expected standard in the Year 1 phonics screening check. By the end of Year 2, over the past three years, almost all pupils achieved the required standard. This year, children continue to make good progress in the early years and in key stage 1.

Early years provision

Good

- The leader with responsibility for the early years is effective. Together with early years staff and other leaders, she continually seeks ways to improve provision further. This approach reflects strong ambition for what children can achieve through the Reception year.
- Over recent years, leaders have ensured that children receive an effective early years

education. Good teaching has ensured that children are well prepared for their learning in Year 1. This year, children are making good progress from their different starting points.

- The indoor and outdoor environments, together with a curriculum that interests the children, mean that children engage well with their learning. They become confident learners as they explore their own interests.
- Children behave well. They are attentive when being taught specific skills and when learning and playing independently. Staff supervise children well. They frequently engage with children by encouraging them to talk about what they are doing, in both the indoor and outdoor environments.
- Staff expect all children, including those who are disadvantaged, to do things for themselves. This leads to children developing effective independent skills, which stand them in good stead in later years.
- The proportion of children attaining an overall good level of development has been similar to the national average over the past few years. Children's work in their books shows that they are making strong progress this year. For example, children who needed support in forming letters accurately at the beginning of the year are now writing legibly using simple sentences and punctuation.
- From the start of the Reception Year, staff develop strong partnerships with parents and carers. Information about each child's strengths is gathered. This helps staff establish each child's skills and knowledge in different aspects of learning. As a result, staff tailor their teaching well for children.
- Leaders ensure that statutory requirements are met, including those relating to safeguarding. Children's welfare is well provided for. Staff engage well with external agencies when they need to. A recent example is speech and language advice, which has been used to inform changes to teaching.

School details

Unique reference number	116847
Local authority	Worcestershire
Inspection number	10047414

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 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	151
Appropriate authority	The governing body
Chair	Pauline Key
Headteacher	Geoff Jeffrey
Telephone number	01905 422502
Website	www.rushwick.worcs.sch.uk
Email address	office@rushwick.worcs.sch.uk
Date of previous inspection	15–16 January 2014

Information about this school

- Rushwick is smaller than the average-sized primary school.
- The majority of pupils are of White British heritage. There are no other significant groups.
- Very few pupils speak English as an additional language.
- The proportion of disadvantaged pupils is below the national average.
- The proportion of pupils who receive support for SEN and/or disabilities is similar to the national average. The proportion of pupils with a statement of special educational needs and/or disabilities or an education, health and care plan is below average.
- The early years is made up of one full-time Reception class. Pupils in other year groups are taught in single-age classes, apart from those in Year 4, who are taught with either Year 3 or Year 5 pupils.
- There are no newly qualified teachers at the school.

- Pupils from Rushwick can attend a before- and after-school club. It is overseen by the governing body and was observed as part of this inspection.
- The school meets the government's current floor standards, which set the minimum expectations for attainment and progress by the end of Year 6.

Information about this inspection

- The inspectors observed teaching and learning in every year group. They visited 12 lessons, four of which were observed jointly with either the headteacher or deputy headteacher.
- Meetings were held with pupils, staff, the chair of the governing body and other governors and also with a local authority representative.
- The inspectors met frequently with the headteacher and the deputy headteacher.
- The inspectors talked to pupils about their reading. They listened to higher- and lower-ability pupils read.
- The inspectors examined work in pupils' books from a range of subjects.
- The school's child protection and safeguarding procedures were scrutinised.
- The inspectors looked at a range of documentation written to support school improvement. This included minutes of governors' meetings and attendance information.
- The inspectors took account of Ofsted's Parent View questionnaire, which had 47 responses from parents. They spoke with parents at the start of the school day.
- The inspectors reviewed the school's website.

Inspection team

Jeremy Bird, lead inspector

Ofsted Inspector

Amanda Clugston

Ofsted Inspector

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Manchester
M1 2WD

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