

# Rumboldswyke C of E Infants' School

Rumbolds Close, West Sussex, Chichester, West Sussex PO19 7UA

## Inspection dates

1 to 2 May 2019

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

## Summary of key findings for parents and pupils

### This is an inadequate school

- There has been considerable turbulence within the school over recent years. This has led to a further decline in the school's performance since the previous inspection.
- The headteacher is currently off school on long-term sickness absence. Her role is being covered by the deputy headteacher, who has had little preparation for this role.
- The school's arrangements for safeguarding pupils are not effective. Not all staff fully understand the correct procedures to be followed.
- Although staff provide a good quality of care for pupils, the school's safeguarding arrangements are not robust enough.
- The school has an overgenerous view of its strengths. Leaders' plans for improvement do not focus on the aspects of the school's work that are most in need of improvement.
- The quality of teaching requires improvement. Not all teachers provide work that is at a high enough level for pupils.
- Pupils do not make consistently good progress across the school. There is not a high enough level of challenge for the most able pupils.
- In some classes, where teaching fails to capture pupils' interest, pupils lose interest and do not behave as well as they should.
- Some subject leaders have had recent training but the changes they are implementing have not yet had time to bring about improvement.

### The school has the following strengths

- Disadvantaged pupils and pupils with special educational needs and/or disabilities (SEND) make good progress.
- Governors have reorganised the way in which they work so that they effectively discharge their responsibilities. Parents are highly positive about the school.
- Governors are working to address the shortcomings in safeguarding arrangements.
- New tracking systems to check pupils' progress enable teachers to identify and address underachievement.
- Staff are highly responsive to external support and are keen to improve their skills.
- Provision and outcomes for children in the early years are good. Teaching provides activities that allow children to progress well in all aspects of their development.

## Full report

In accordance with section 44(2) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires significant improvement, because it is performing significantly less well than it might in all the circumstances reasonably be expected to perform.

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

- Improve leadership and management by ensuring that:
  - the designated leaders for safeguarding are fully trained and that safeguarding training is kept up to date
  - all staff receive high-quality training so that they know exactly what to do should they have a concern that a pupil is at risk of harm
  - leadership at senior level is strengthened
  - leaders receive appropriate training and development that enables them to take on their roles effectively and efficiently
  - there is a thorough review of the school's strengths and weaknesses and that plans for improvement focus clearly on what the school needs most to improve
  - the curriculum allows pupils to develop their knowledge and understanding of subjects other than English and mathematics.
- Improve the quality of teaching, learning and assessment to ensure that all pupils make rapid and sustained progress in reading, writing and mathematics by:
  - raising teachers' expectations of what pupils should achieve
  - ensuring that work is pitched at the right level so that all pupils, especially the most able, make good progress
  - making sure that pupils routinely apply their phonics knowledge to read unfamiliar words
  - improving teachers' subject knowledge so that they can more successfully probe and extend pupils' learning
  - making sharper use of assessment information to plan work that builds on what pupils already know and can do.

## Inspection judgements

### Effectiveness of leadership and management

### Inadequate

- Since the previous inspection, there has been significant turbulence arising from falling pupil numbers that has necessitated a staffing restructure. The headteacher is currently absent from school on long-term sickness. This has reduced the capacity of leaders to bring about improvements.
- The deputy headteacher is acting as headteacher, but owing to a significant teaching commitment, his capacity to take on the additional responsibility of leading the school is limited. However, in the short period that he has been in charge, he has brought stability to the school and has gained support and respect from staff, parents and governors.
- There is no overall vision and direction to the work of the school. Previous evaluations of the school's work have been overgenerous. This has led to plans that are not always focused on the aspects of the school's work that are most in need of improving.
- Until recently, systems to monitor the work of teachers and leaders have not been robust. Consequently, teachers and leaders have had insufficient guidance about how they may improve their skills. Some leaders have not had enough training to carry out their roles effectively. The deputy headteacher has had little training to lead the school in the absence of the headteacher.
- Teachers and leaders at all levels have responded positively to the support the school has been receiving from advisers employed by the local authority and the Solent Teaching Schools Alliance. This has strengthened some aspects of teaching and is leading to improved standards for pupils. However, the school remains dependent on the support of external advisers.
- The curriculum is not sufficiently well planned. Pupils are not provided with opportunities to build their skills and knowledge progressively in subjects other than English and mathematics. This means that some subjects, including science, history and geography are not taught to any great depth in some classes.
- The school is very caring and nurturing. It encourages pupils to take care of each other and to be kind to those around them. This helps to promote pupils' spiritual, moral, social and cultural development effectively. Pupils are taught to respect each other regardless of circumstances and are therefore well prepared for life in modern Britain.
- The deputy headteacher has introduced a new system to record and track pupils' learning and progress. This allows him to check on pupils' progress and put into place interventions to help those pupils who are at risk of falling behind their classmates.
- The additional funding to support disadvantaged pupils has been used effectively. While some funding has been used to support pupils' social and emotional development, a large proportion has been used to provide additional support in classrooms. This has enabled disadvantaged pupils to have the same opportunities as other pupils.
- Pupils thoroughly enjoy taking part in sporting activities. Some of these are provided by an external coach who works with staff and pupils to develop their skills and expertise

in a range of sports. This is partly funded from the physical education and sports premium.

## **Governance of the school**

- Governors have reorganised the way in which they work so that they are more effective in their roles. The chair, who was appointed in June last year, carried out a skills audit to ensure that governors have a growing range of professional skills that they use to challenge school leaders. Governors also carried out a review of the way in which they work and have acted to improve their practice. However, they have not been diligent enough in checking that all statutory responsibilities for safeguarding pupils are met.
- Governors have a clear understanding of the strengths and weaknesses of the school and have worked closely with the local authority and the Solent Teaching Schools Alliance to provide additional support and capacity to leadership. However, they know that some of this work is at an early stage and has not yet had time to drive up improvement rapidly enough. They are currently addressing the shortcomings in safeguarding practices.
- Minutes from governors' meetings show that they are well organised and that meetings are led and managed efficiently. They show that governors provide some professional challenge to leaders through probing questioning and following up on action points.

## **Safeguarding**

- The arrangements for safeguarding are not effective. This is because the school is not compliant with the most recent statutory requirements, which has a negative impact on several aspects of the school. Currently, the designated safeguarding leader and the deputy safeguarding leader have not received the required training. The school's safeguarding policy has not been adapted to the school's own circumstances. As a result, not all staff know precisely what to do if a pupil's circumstances place them at risk of harm. Some procedures for managing information about a pupil who is known to be at risk are not as robust as they should be. Some staff are unclear about what to do and who they should contact in the event of a concern.
- Leaders keep detailed records of all adults who work in the school, including training records relating to safeguarding training that staff attend. Governors have attended safeguarding training. However, they do not routinely check that records relating to staff training are up to date. Consequently, gaps in training are not picked up quickly enough. Staff are not aware enough of how to carry out important processes such as ensuring that files relating to vulnerable pupils are transferred with them if they leave or when they transfer to secondary school.

## **Quality of teaching, learning and assessment**

## **Requires improvement**

- Although there have been recent improvements to the quality of teaching, this is not yet consistent across the school. There are still variations in the experiences that pupils have as they move through the school. In some classes, teachers do not have high

enough expectations for pupils, and they provide work that is too easy for some pupils.

- While some teachers take care in selecting resources that help pupils to understand what they are doing, there are times when the lack of resources inhibits pupils' learning and so slows their progress.
- In most classes, relationships between pupils and staff are good and this contributes towards pupils' positive attitudes towards their work. In most classes, pupils listen carefully to the teacher and to each other. This creates a positive climate for learning. However, there are times when teaching fails to capture pupils' attention and so pupils become distracted and talk above the teacher.
- Pupils with SEND are provided with good support in class and this helps them to progress well in both English and mathematics. Skilled teaching assistants work closely with the teacher and so contribute effectively to lessons.
- Teachers are skilled in observing pupils and providing verbal feedback, in line with the school's feedback policy. This provides pupils with immediate information about how well they are doing and what they need to do to improve their work. However, there is not always a high enough challenge for the most able pupils and this slows their progress.
- In mathematics, there are increasing opportunities for pupils to apply their number skills to solve problems and give reasons for their answers. This is helping them to gain a deeper understanding of mathematics.
- Some teaching is lively and engaging and captures pupils' interest. For example, in a Year 1 writing lesson, the teacher skilfully introduced the idea of imperative verbs by instructing pupils to carry out specific movements such as 'sit' 'stand' and 'put'. Pupils then had to create instructions about how to look after an imaginary dinosaur. This immediately captured pupils' interest and quickly established the type of words they needed to use to write instructions.
- Work in pupils' books reflects these variations. In some classes, there is evidence of challenge and high expectations. Work is well set out and shows that pupils deepen their learning. However, this is not seen in all books. In some books, work is untidy and poorly presented. Handwriting is sometimes difficult to read with too many errors in spelling, punctuation and grammar.

## Personal development, behaviour and welfare

## Inadequate

### Personal development and welfare

- The school's work to promote pupils' personal development and welfare is inadequate. While all staff provide a high quality of care to pupils, the impact of safeguarding arrangements means that this aspect of the school's work is inadequate. This is because pupils whose circumstances may make them more vulnerable may not have their needs met in a timely way.
- Pupils are happy and they enjoy school. They like their friends and they like their teachers. They say that adults are kind and help them in classrooms and in the playground. Pupils say that they feel safe in school because there is always someone to listen to them and to help sort out any problems.

- Pupils are very polite and helpful. They have very positive attitudes to learning and say they enjoy learning lots of new things. The playground is attractive and has spaces for pupils both to learn and play. Pupils particularly enjoy showing off their physical skills on the trim trail. They know that taking part in physical games and sports helps them to stay fit and healthy.
- The playground is well staffed with supervisors, so pupils can see an adult immediately. They are well equipped with first aid boxes to deal quickly with the few minor accidents that happen from time to time.
- Staff help pupils to stay safe outside school. They know to take care when crossing the road. Pupils are also taught to take care when using modern technology.

## Behaviour

- The behaviour of pupils requires improvement. Although most pupils behave well, there are times when they lose focus in class if teaching fails to engage their interest. When this happens, pupils chat among themselves and do not concentrate on their work. There are times when pupils copy from each other and do not do their own work. This goes unnoticed by teachers and slows progress for some pupils.
- Where pupils are offered challenging work, they behave very well. They listen carefully to teachers and they concentrate on their work. In the playground, pupils play well together, demonstrating good social and moral development. Pupils have a good understanding of right and wrong and know that they should behave well all the time.
- School records show few reported incidents of behaviour related to bullying and there have been few exclusions in recent years. Most parents who responded to the online survey agreed that pupils are happy and safe in school and that they are well cared for. Staff and governors believe that pupils' behaviour is good and that they are well looked after.

## Outcomes for pupils

## Requires improvement

- Pupils' attainment improved in 2018 so that pupils attained standards that were broadly in line with the national average in reading, writing and mathematics. However, far fewer pupils reached the higher standard in reading and mathematics and none reached the higher standard in writing. Pupils' progress is gathering pace, particularly in reading and mathematics, but is not securely good enough.
- Pupils with SEND make good progress from their relative starting points. This is because the inclusion leader is skilled at pinpointing their particular difficulties and ensuring that they receive the help that they need.
- School leaders have been creative in the way in which the additional funding for disadvantaged pupils is used. In Year 2, they have specialist teaching in English and mathematics, and this is already demonstrating improvements.
- Although pupils read competently, they do not always read with enjoyment and enthusiasm. Some pupils do not always use their phonics knowledge accurately to read unfamiliar words and this slows their fluency. Additionally, they do not always use punctuation to read for meaning and with expression.

- Teachers have improved the way in which writing is taught. They use interesting methods to capture pupils' imagination and give them a purpose to write. However, some pupils in Year 2 have a legacy of weak basic skills and this slows the progress they make.
- In some classes, pupils make good progress over time in mathematics. They have a secure understanding of number that they apply to solving problems. For example, in Year 1 pupils use their understanding of the number 10 to create number bonds to 20. This increases their fluency and understanding of number.

### Early years provision

### Inadequate

- The early years is inadequate owing to the inadequacy of safeguarding arrangements for the school as a whole, which apply equally for the youngest children. In particular, not all staff know precisely what action to take should a child be at risk of harm.
- Children get off to a good start in their learning in the early years. They are warmly welcomed into an attractive environment where they work and play and make good progress.
- Children are very well prepared for Year 1. This is because adults know pupils well and they provide learning experiences that enable children to make good progress across all aspects of their development. The children are articulate and enjoy talking about what they are learning.
- Adults work well together and provide support and guidance to children. For example, a teaching assistant worked with a small group of children to discuss why some animals might be more dangerous than others. This was accompanied by some vivid illustrations that captured pupils' imaginations.
- Early years teaching skilfully provides activities that build on and extend what children already know and can do. Teaching ensures that children's own interests are considered and, in this way, engages all children.
- Adults have built warm relationships with children and this helps children to feel happy and safe in school. Resources are of good quality and they are carefully selected to develop particular skills. For example, one small group of children placed cones of different colours on a grid to create a repeating pattern. Once completed, they tried out different variations, and so extended their own learning.
- Children have highly positive attitudes towards school and towards learning. They get on very well together. They share and take turns and they listen carefully to each other and to adults. They work independently as well as in groups, showing curiosity and interest in the world around them.
- Early years leadership has a good understanding of effective early years teaching. Leadership is passionate and ensures that all experiences provided for children are of good quality.



## School details

Unique reference number	125975
Local authority	West Sussex
Inspection number	10088143

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

Type of school	Infant
School category	Voluntary aided
Age range of pupils	4 to 7
Gender of pupils	Mixed
Number of pupils on the school roll	69
Appropriate authority	The governing body
Chair	David Barty
Headteacher	Fiona Sayce
Telephone number	01243 782 368
Website	<a href="http://www.rumboldswhyke.w-sussex.sch.uk">www.rumboldswhyke.w-sussex.sch.uk</a>
Email address	<a href="mailto:office@rumboldswhyke.w-sussex.sch.uk">office@rumboldswhyke.w-sussex.sch.uk</a>
Date of previous inspection	4 to 5 April 2017

## Information about this school

- The school is much smaller than most infant schools with 69 pupils on roll. The number of pupils in the school has been rapidly falling since the previous inspection.
- The headteacher is currently on long-term sickness absence and was not present in school for the inspection. The deputy headteacher is currently leading the school. The school is receiving external support from the Solent Teaching Schools Alliance.
- There have been substantial changes to the school since the previous inspection. Owing to falling pupil numbers, there has been a reorganisation in staffing. There have also been changes to the governing body, with a new chair in place since June 2018.
- Most pupils are of White British heritage and few speak English as an additional language.
- The proportion of pupils with SEND is above the national average.
- The proportion of disadvantaged pupils is just below average.



## Information about this inspection

- The inspector observed pupils working in all classrooms, including the early years. She looked at work in their books and she listened to five pupils reading in Year 2. Pupils' behaviour was observed by the inspector as they moved around the school and in the playground.
- The inspector met with four governors, including the chair of governors. She met with the deputy headteacher and four middle leaders. She also met with a consultant from the teaching alliance and an adviser from the local authority.
- During the inspection, a range of documents were scrutinised. These included school development plans, records relating to pupils' learning and progress and minutes from governors' meetings. The inspector also looked at documentary information to show how the school keeps pupils safe.
- The views of parents were considered through reading the 21 responses to Ofsted's online questionnaire, Parent View, and the 14 written responses on free-text. The inspector also considered nine responses to the staff survey.

## Inspection team

Joy Considine, lead inspector

Ofsted Inspector

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