

Inspection of Rudgwick Primary School

Tates Way, Rudgwick, Horsham, West Sussex RH12 3HW

Inspection dates: 8 and 9 March 2023

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Early years provision **Good**

Previous inspection grade Good

What is it like to attend this school?

This is a busy school. Pupils say that 'there is always something fun going on'. They feel happy and safe. There is a strong focus on safeguarding. Music takes a high priority. There are frequent opportunities for pupils to become confident in playing instruments, such as the ukulele and drums. The school choir enjoys performing at venues such as the O2 and Chichester Cathedral. Children from the early years enjoy learning French. By the time pupils leave Year 6, they have acquired a good understanding of this language.

Leaders have high expectations of pupils' behaviour. Pupils behave well both in lessons and around the school. Any rare incidents of bullying are addressed quickly. The school's young governors have recently been involved in revising the school's vision and values. They say the three words that best sum up the school are, 'inspire', 'believe' and 'achieve'.

Leaders encourage pupils to be active and adopt healthy lifestyles. Pupils enjoy taking part in a large range of sporting activities, both during the school day and at after-school clubs. Pupils respond well to leaders' high expectations for their academic work. They work hard, are proud of their achievements and are keen to do well.

What does the school do well and what does it need to do better?

Leaders have designed an ambitious and well-planned curriculum. In most subjects, the key knowledge and skills that pupils need to learn and remember are clearly set out. This enables pupils to build new knowledge on solid foundations. In these subjects, they make good strides in their learning from early years to Year 6. However, in a few subjects, leaders have not yet identified the learning sequence in a step-by-step way. In these subjects, pupils do not make strong gains in their knowledge and understanding.

Teachers have good subject knowledge. For example, in mathematics, children in the early years develop a secure understanding of number. Older pupils then use this knowledge to develop their skills in solving mathematical problems. Leaders identify the needs of pupils with special educational needs and/or disabilities (SEND) well. Staff adapt their teaching of the curriculum to enable these pupils to do well.

In most subjects, teachers give pupils regular opportunities to recall previous learning and develop their subject vocabulary. Staff check what pupils know carefully and identify where there may be gaps in their understanding. However, in a few subjects, teachers are not always sure which is the most important knowledge pupils need to know and remember. In these subjects, teachers do not always check understanding carefully enough.

Children learn phonics right from the start of the Reception Year. There is a well-planned programme in place. Children in the early years quickly learn the sounds of letters and how to blend them together. Pupils develop their phonic knowledge quickly. Their progress is regularly checked. Knowledgeable staff support those who have fallen behind to catch up quickly. All pupils develop a love of reading. Some enjoy snuggling down and reading to a friendly dog. Pupils enjoy using the school's new library. Those in Year 6 particularly enjoy reading to younger pupils at lunchtimes and sharing their enthusiasm about books.

From the youngest children in early years to those in Year 6, all pupils behave well. They have positive attitudes to their learning. The well-designed personal, social, health and economic curriculum aims to develop independent learners who take responsibility for themselves and others. Pupils relish taking on additional responsibilities, such as house captains. Residential trips in Years 4, 5 and 6 give pupils further opportunities to develop their confidence and independence.

The curriculum is designed well to support pupils' wider development. Pupils understand and respect how different people live their lives. They have a good understanding of British values. Leaders provide many opportunities for pupils to develop their understanding of the environment. Eco-awareness is instilled in all pupils. Thoughtful activities ensure that even the youngest in school learn about climate change and the importance of recycling. In the school's large woodland area, pupils learn to identify different trees, birds, mini-beasts and fungi. They learn how these are all dependent upon one another.

Those with governance responsibilities know the school well. They work well with leaders to continue to improve the school. Staff are proud to work at the school. They say that leaders are always considerate of their workload and well-being.

Safeguarding

The arrangements for safeguarding are effective.

Leaders are diligent in ensuring that pupils are kept safe. They have created a culture where safeguarding is everyone's responsibility. Leaders and governors ensure that all staff receive regular and up-to-date safeguarding training. They report any pupils who may be at risk of harm. Leaders take appropriate actions and consult well with external agencies.

Leaders have made sure that pupils have a good understanding of the risks they may encounter when out and about. For instance, pupils learn how to ride a bike safely. They know how to stay safe when online.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In a few subjects, the curriculum is not sequenced precisely enough. As a result, teachers do not design activities that enable pupils' knowledge to build coherently over time. Leaders should ensure that the curriculum sequence is clearly identified for all subjects and that teachers employ effective pedagogy so that pupils learn well across the curriculum.
- Assessment in some subjects is not always as effective as it needs to be. Teachers do not always know how secure pupils are in their knowledge of key content. Leaders need to establish a clear approach to checking what pupils know and remember, so that pupils' knowledge is fully embedded in all subjects.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	125849
Local authority	West Sussex
Inspection number	10256397
Type of school	Primary
School category	Community
Age range of pupils	5 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	214
Appropriate authority	The governing body
Chair of governing body	David Buckley
Headteacher	Terry Ryan
Website	www.rudgwick.w-sussex.sch.uk
Date of previous inspection	16 November 2017, under section 8 of the Education Act 2005

Information about this school

- This school is an average-size primary school.
- The school runs a breakfast club on site.
- The school does not currently use any alternative provision.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, art and physical education. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.

- There were meetings with senior leaders and curriculum leaders. There was a telephone call with a representative from the local authority. There was also a meeting with the chair and members of the governing body.
- Inspectors reviewed a range of documents, including behaviour logs, attendance records, school improvement plans, school policies and information on the school's website.
- Inspectors met with leaders with responsibility for safeguarding. They looked at records and scrutinised the school's safeguarding practice.
- Inspectors met with the acting special educational needs coordinator to find out how the school supports pupils with SEND to learn the curriculum. This involved reviewing documentation to see how pupils with SEND were being supported.
- The inspectors observed pupils' behaviour during lessons, around the school and at lunchtime. They also spoke to pupils about behaviour. Inspectors considered responses to Ofsted's online pupil questionnaire.
- Inspectors considered responses to Ofsted's Parent View, including free-text comments. Inspectors also considered responses to Ofsted's online staff questionnaire.

Inspection team

Liz Bowes, lead inspector

Ofsted Inspector

Toby Martlew

Ofsted Inspector

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