

Inspection of Rushall Church of England Primary School

Rushall, Pewsey, Wiltshire SN9 6EN

Inspection dates: 11 and 12 July 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	Not previously inspected under section 5 of the Education Act 2005

What is it like to attend this school?

Pupils are proud to attend this inclusive and welcoming school. They are polite and courteous. Pupils understand how the school's values help them to be kind, respectful and to work hard. Parents and carers speak highly of the school's family feel, the care that staff show towards pupils and the support the school offers to military families.

Staff have high expectations for pupils' behaviour. Pupils understand the school rules and respond well to the routines that are in place, both in and outside the classroom. This starts in the early years. Children listen to instructions, play well and respect one another. There is a calm and purposeful environment in classrooms and around the school.

Pupils feel safe. They value the positive relationships they have with staff. Pupils trust staff to listen to them and help them with any worries or concerns they may have.

Pupils enjoy the wide range of visits and clubs on offer to them, such as netball, football, and choir. They value the opportunities they have to become members of the worship council, eco committee and school council. Pupils say these roles make them feel important and allow them to make a difference to their school.

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

The new headteacher and her staff have high expectations for what all pupils can achieve, including those with special educational needs and/or disabilities (SEND). Senior leaders understand what the school does well and where it needs to improve. They have created a curriculum that identifies precisely what pupils need to know and when they need to know it, from the early years to Year 6.

Leaders prioritise reading. Pupils read a range of texts with increasing accuracy and fluency. They say that reading helps them to create a picture in their minds. Pupils enjoy listening to adults read stories, which builds their knowledge of diversity and inclusion. Children begin learning phonics as soon as they start school. They learn and remember new sounds well. Books match the sounds that pupils are learning, which helps them to gain confidence. Staff benefit from the training they receive to teach phonics effectively. If pupils fall behind, they receive the support they need to help them to catch up quickly.

In mathematics, teachers provide clear explanations. They model mathematical vocabulary effectively. This means, for example, that children in the early years can describe patterns in number well. Older pupils build on this. They confidently use their mathematical knowledge when reflecting shapes.

In some wider curriculum subjects, pupils' knowledge is less secure. This is because assessment information is not yet used well enough to check on what pupils know and can do to plan future learning. This slows the progress that some pupils make. In addition, some subject leaders have had limited opportunities to check on their subjects. As a result, they do not yet accurately understand how well pupils learn the intended curriculum.

Leaders are ambitious for what pupils with SEND can achieve. Staff know these pupils well and identify their needs accurately. Pupils' plans are precise and regularly reviewed. Leaders work closely with parents and external agencies to ensure that pupils with SEND receive the help they need. As a result, these pupils learn the same curriculum as their peers.

Pupils show positive attitudes to their learning. In the early years, children take turns and are eager to learn. They encourage one another to set a positive example. For example, a pupil confidently explained the importance of their role as a 'tidy inspector' and how this helps everyone to work together.

Leaders promote pupils' wider development well. They provide pupils with a wide range of opportunities, which align closely to the school's values. Pupils have a good understanding of why trust and loyalty are important in a positive relationship. They talk confidently about fundamental British values, such as democracy and tolerance. Pupils develop their sense of character by taking part in the pupil parliament or by helping their school to become more environmentally friendly.

Governors, including those from the trust, are ambitious for the school. They hold leaders to account for their actions and carry out their duties effectively. Staff appreciate the way in which the new headteacher has brought about positive changes and is considerate of their workload. All staff are proud to work at the school.

Safeguarding

The arrangements for safeguarding are effective.

Leaders ensure that safeguarding is everyone's responsibility. They provide staff with up-to-date safeguarding training. Staff use this well to spot the signs that may indicate a pupil is at risk and act quickly. Leaders work well with a range of professionals to ensure that vulnerable pupils and their families receive the help they need. Leaders make the correct checks on staff to ensure they are safe to work with children.

Pupils know how to stay safe in the real and online world. They understand the importance of reporting concerns to a trusted adult and not sharing personal information online.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some subjects, assessment is not yet used well enough to check that pupils have remembered the knowledge they have been taught and to decide next steps in learning. As a result, some pupils do not build their knowledge well enough over time. Leaders need to ensure that teachers use assessment effectively across all subjects and use this information to inform the planning of future learning.
- Subject leadership is not yet fully developed. As a result, leaders do not have a well-informed view of their subjects or know what impact the intended curriculum is having. Senior leaders must develop subject leaders' expertise to ensure that subject leaders have precise information about how effectively the curriculum is taught and how well pupils learn.

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	146933
Local authority	Wiltshire
Inspection number	10268448
Type of school	Primary
School category	Academy converter
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	66
Appropriate authority	Board of trustees
Chair of trust	Roger Townsend
Headteacher	Lucy Turner
Website	www.rushall.wilts.sch.uk
Date of previous inspection	Not previously inspected

Information about this school

- Rushall Church of England Primary School opened to become an academy school in April 2019. When its predecessor school, Rushall Church of England Voluntary Aided School, was last inspected by Ofsted, it was judged to be good overall.
- The school is part of The Equa Academy Trust.
- The school is part of the Diocese of Salisbury. The last section 48 inspection took place in March 2017, where the school was judged to be good.
- The headteacher was appointed in April 2023.
- There is a before- and after-school club, which is managed by the governing body.
- The school does not 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 met with the headteacher, senior leaders, the special educational needs coordinator, groups of staff and representatives from the trust.
- Inspectors carried out deep dives in the following subjects: early reading, mathematics, and geography. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, looked at samples of work and spoke to pupils about their learning.
- The lead inspector listened to pupils in Years 1, 2 and 3 read to an adult.
- Inspectors considered how well the school protects pupils and keeps them safe. The lead inspector met with the designated safeguarding lead to evaluate the effectiveness of safeguarding. An inspector also scrutinised the school's single central record.
- Inspectors observed pupils' behaviour in lessons and around the school site. Additionally, inspectors spoke to pupils to discuss their views about the school.
- Inspectors considered the responses to the online survey, Ofsted Parent View. They also took into consideration the staff and pupil surveys.

Inspection team

Ben Jordan, lead inspector

His Majesty's Inspector

Deborah Wring

Ofsted Inspector

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