

Inspection of a good school: Rufford Primary and Nursery School

Hoewood Road, Bulwell Nottinghamshire NG6 8LE

Inspection dates:

24 and 25 January 2024

Outcome

Rufford Primary and Nursery School continues to be a good school.

What is it like to attend this school?

This is a happy school. Pupils know and understand the 'Magnificent 7' school values. Pupils make links between these school values and the wider fundamental British values. As one pupil explained, 'The school helps prepare you for when you are an adult.'

Almost all parents and carers who shared their views were positive about the school. They appreciate the range of trips and clubs that the school provides. Pupils benefit from opportunities such as the choir and art and craft clubs.

The school has a clear behaviour policy and high expectations of good behaviour. Pupils agree the rules are fair. Most pupils understand why respect is an important value to show others. The school works hard to reinforce important messages about this. Not all pupils act on these messages. Some pupils do not treat each other with the respect they deserve. There is a minority of pupils who do not understand what respectful behaviours are.

There are high aspirations for all pupils, including those with special educational needs and/or disabilities (SEND). Pupils enjoy the subjects they study. They benefit from the good quality of education that the school provides. Pupils' love of reading is a priority and helps them to develop the skills they need in school and beyond.

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

The school has designed an ambitious curriculum that sets out what pupils should learn and remember. The curriculum ensures that pupils' learning becomes more sophisticated over time. Staff break learning down into manageable steps. This helps most pupils remember what they study in most subjects.

Teachers regularly check pupils' understanding. They identify and address pupils' misconceptions. Sometimes, teachers do not precisely match the tasks they provide to pupils' understanding. This means that some pupils, in some subjects, do not move their learning on when they are ready to do so. Sometimes, pupils, including those with SEND, do not remember some of what they have studied.

Reading is given a central place in the curriculum. Even before children begin to learn to read, adults help them to develop their language and communication skills as soon as they start in the nursery. Language development remains a key priority throughout the early years. Pupils study a well-sequenced phonics programme. They successfully learn new letter sounds and learn how to blend them together so that they can read. Those pupils who need help have extra practice. This means they do not fall behind their peers. The school ensures that pupils read books matched to the sounds they are learning. Pupils develop their reading fluency with support from skilled staff who teach them well.

The school has the same ambition for all pupils, including pupils with SEND. Staff support pupils with SEND in and out of lessons to practise the skills they have learned. This helps them learn the curriculum alongside their peers. The school is working hard, and effectively, to make sure pupils with SEND achieve as well as they can.

The school ensures that pupils enjoy their learning. Trips and visiting speakers help to bring the curriculum to life. Pupils say that these experiences help them remember new learning. Pupils develop their cultural understanding by visiting galleries and working with specialist music teachers.

Lessons are calm and orderly. Pupils understand expectations in lessons. There are clear behaviour routines in place. Pupils like playtimes. They play well together. The school provides a wide range of activities to keep pupils active and engaged during social times.

The school works hard to improve pupil attendance. There are robust systems in place to check on pupils' well-being when they are not in school. The school considers the reasons for pupils' absence and employs effective strategies to remove the barriers to pupils' attendance. Many pupils arrive in the school part way through the academic year. The school ensures that new pupils settle quickly into lessons. The more time that pupils are in the school, the more successfully they learn the curriculum.

The school provides a large range of wider opportunities for its pupils. Pupils develop their leadership skills and become increasingly independent. School councillors, art ambassadors and sports ambassadors are all proud of the responsibilities they have in school. As one pupil explained, 'I am helping people be more active.' The school links with local universities and ensures that pupils are aware of the opportunities open to them in the future.

Staff appreciate how leaders keep their well-being high on the agenda. Leaders listen to staff views and work hard to reduce workload. Governors ensure that they have oversight of staff well-being. Staff feel supported. They improve their practice thanks to the wide range of training and support available.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- On occasion, teachers do not provide pupils with tasks that have been precisely matched to their understanding. As a result, some pupils in some subjects do not move their learning on when they are ready or remember as much of what they have studied as they could. The school should ensure that teachers have the information and skills they need to move pupils' learning on at the most appropriate point and to help pupils remember their learning.
- The school works hard to reinforce important messages about respectful behaviours. However, not all pupils demonstrate these behaviours consistently. This means that some pupils do not always treat each other with the respect they deserve. The school should ensure that all pupils understand what respectful behaviours are and how to demonstrate them.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the second ungraded inspection since we judged Rufford Primary and Nursery School to be good in May 2015.

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' is used to mean pupils with SEND; pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	136232
Local authority	Nottingham
Inspection number	10324127
Type of school	Primary
School category	Community
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	422
Appropriate authority	The governing body
Chair of governing body	Glenn Ormrod
Headteacher	Alison Tones
Website	www.rufford.nottingham.sch.uk
Date of previous inspection	27 November 2018, under section 8 of the Education Act 2005

Information about this school

- The school does not currently use any alternative provision.
- The school has its own breakfast club.

Information about this inspection

Inspections are a point-in-time judgement about the quality of a school's education provision.

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the school and has taken that into account in her evaluation of the school.
- The inspector met with the headteacher, senior leaders and teachers in the school. She met with local governors.
- The inspector carried out deep dives in reading, mathematics and geography. For each deep dive, the inspector held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.

- The inspector also discussed the curriculum in music and personal, social, health and economic education.
- The inspector met with leaders responsible for attendance.
- The inspector considered the views of staff, pupils and parents through the surveys and held discussions with staff and pupils.
- To evaluate the effectiveness of safeguarding, the inspector: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.

Inspection team

Donna Moulds, lead inspector

Ofsted Inspector

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