

# Rushbury CofE Primary School

## Inspection report

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<b>Unique Reference Number</b>	123497
<b>Local Authority</b>	Shropshire
<b>Inspection number</b>	292689
<b>Inspection date</b>	12 July 2007
<b>Reporting inspector</b>	Lois Furness

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

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<b>Type of school</b>	Primary
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	4-11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	67
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Aiden Foster
<b>Headteacher</b>	Virginia Clements
<b>Date of previous school inspection</b>	10 February 2003
<b>School address</b>	Rushbury Church Stretton SY6 7EB
<b>Telephone number</b>	01694 771233
<b>Fax number</b>	01694 771233

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## Introduction

The inspection was carried out by two Additional Inspectors.

## Description of the school

Situated in the village of Rushbury, this small school draws its pupils from a wide area. Almost all pupils are from White British backgrounds. The proportion of pupils with learning difficulties is broadly average. When children start in the Foundation Stage (Reception) there is a wide spread of attainment and there is also variation year upon year. However, taken collectively, children's attainment on entry is as expected for their age. The majority of children who join the school have attended the very small pre-school group that is housed in part of the school. A Travel Plan award and ActiveMark was attained in 2006. In 2007, the school attained Healthy School status and a Safer School award.

## Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## Overall effectiveness of the school

### Grade: 3

The school provides a sound quality of education with some good features. Parents are very supportive and, as one parent wrote, 'A good feature is the warm, family atmosphere.' This comment is very true of this very welcoming school. Pupils also are appreciative, with many saying they like the smallness of the school because they know each other well. Pupils' personal development and well-being are good, as are their attitudes and behaviour. They have good opportunities to take responsibility. Pupils are proud to contribute to the running of their community through the school council, the buddy system and looking after the school fruit shop. Pupils understand how to stay healthy and the importance of physical exercise and know how to keep safe. They enjoy school and attendance is above average. The Christian ethos of the school is clearly evident in the very good relationships that abound and care, guidance and support are good. Pupils confidently ask and answer questions, knowing that staff will help them if they have a concern. Pupils with learning difficulties and/or disabilities are effectively and sensitively supported, resulting in their good achievement and progress.

Reception children make a good start to their learning and by the time they enter Year 1 they are working securely within the goals expected for their age, with some exceeding these goals. Their personal and social skills are good so that they are well prepared for the next stage of education. In Years 1 to 6, pupils attain standards that broadly match those expected for their age. However, the school is not yet successful in ensuring that all pupils consistently make the best possible progress. Pupils' achievement overall is satisfactory. This is because teaching and learning are satisfactory, although good lessons were seen during the inspection. More-able pupils do not always receive challenging work and the targets set for the higher Level 5 in English and mathematics have not been met over the last two years. Writing standards are not as strong as those for reading. There are weaknesses in the punctuation and spellings skills of Years 3 to 6 pupils. Also, they do not always use adventurous vocabulary so that sentences become more interesting.

The curriculum is satisfactory, although enrichment is good. This good enrichment contributes effectively to pupils' enjoyment of school and they speak enthusiastically of the visits, visitors and many extra-curricular clubs. Outdoor provision for Reception children, although satisfactory, is not sufficiently well developed as it is only recently that a specific outside area has become available, and resources for outdoor use are at present limited. Leadership and management are satisfactory. A clear strength is the leadership of the headteacher, who is respected by staff, governors, parents and pupils. The governors are actively involved in the school's work and provide good support and challenge. Although the school improvement plan identifies the right priorities and the leadership has a generally accurate view of the school's strengths and weaknesses, self-evaluation is too generous. Overall effectiveness does not consider sufficiently well the impact of management on achievement and standards. Therefore, as standards in English, mathematics and science remain similar to those at the time of the previous inspection, improvement and the capacity to improve are satisfactory rather than good. Even so, there have been good improvements made to the accommodation and the learning environment over the last few years. Older pupils say, 'This school is now much better and our classrooms are much nicer now!'

## What the school should do to improve further

- Raise standards in writing for pupils in Years 3 to 6 by improving their punctuation and spelling skills and by encouraging them to use more adventurous vocabulary.
- Ensure more-able pupils consistently receive work that challenges them.
- Improve the outdoor provision, including resources, for the Reception children.

A small proportion of the schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

## Achievement and standards

### Grade: 3

Reception children make good progress and, by the start of Year 1, they are working securely within the goals expected for their age, with a few children exceeding them. The very small numbers of pupils taking national tests each year means that the school's results cannot be compared reliably with national data. However, taking the results over the last few years, standards are broadly average at the end of Years 2 and 6. This indicates satisfactory progress and achievement. More-able pupils do not always make the progress they are capable of as, sometimes, work is too easy for them. The school usually meets its targets in English and mathematics for the expected level, but does not usually reach the target for the higher level. However, pupils with learning difficulties or disabilities make good progress because of the effective support they receive. In Year 2 in 2006, reading standards declined to below average. The leadership responded well and standards have returned to broadly average. Writing has been identified as a weaker element of English and strategies have been implemented to rectify this. In Years 1 and 2, standards are improving and in 2007, standards were above average by the end of Year 2. However, by Year 6, there has not been the same success. The leadership knows that improved punctuation and spelling skills and the use of more adventurous vocabulary would raise standards in this subject.

## Personal development and well-being

### Grade: 2

Pupils of all ages show a genuine respect for each other and all adults. They have good attitudes in lessons and are keen to do well. Their behaviour in and around the school is good, which shows good improvement since the previous inspection. Pupils say bullying is rare and, as one pupil said, 'This school is a small, friendly place and that is why I like it!' Attendance is good. Pupils' spiritual, moral, social and cultural development is good and reflects the strong Christian ethos of the school. Different fund-raising activities enable pupils to appreciate the needs of others. Links with a school in Tanzania help them to know more about life in other countries. Pupils' understanding of how to lead a healthy lifestyle is good and they know how to keep themselves safe. Responsibilities such as playground buddies, school council members and managing the school fruit shop help pupils to make a valued contribution to the school community. Satisfactory literacy, numeracy and information and communication technology skills, alongside good personal skills, prepare pupils soundly for the next stage of their education.

## Quality of provision

### Teaching and learning

#### Grade: 3

During the inspection, good lessons were seen but, as yet, this good teaching has not ensured that all pupils, particularly the more able, make good progress as they move through the school. These pupils are not consistently asked sufficiently challenging questions nor given work that makes them really think hard. Pupils themselves say, 'We sometimes find the work too easy and could do more!' The teaching of pupils with learning difficulties or disabilities is good. Adults effectively ensure that these pupils are included in all lessons. Teachers plan their lessons carefully and manage pupils' behaviour well. They know what they expect pupils to learn and their explanations are clear. Relationships are very good. This means that pupils are very willing to ask and answer questions, knowing that their ideas will be respected. The use of information and communication technology is good as teachers use interactive whiteboards effectively to motivate pupils and to share new ideas with them.

### Curriculum and other activities

#### Grade: 3

Although the curriculum meets statutory requirements and pupils say activities are fun, the curriculum is not sufficiently adapted to the needs of more-able pupils and those who have a special gift or talent. A strength, however, is the curriculum opportunities offered to pupils with learning difficulties or disabilities, who, as a result of well-matched activities, make good progress. Reception children also make good progress because of the good indoor curriculum. However, opportunities for them to learn outdoors have been restricted. Although a specifically designated outdoor area has been made available, the space is small and resources, particularly in terms of climbing equipment, are limited. The school makes good use of the local environment and the community to support pupils' learning. Pupils enthusiastically say how much they enjoy the many visits, visitors and after-school clubs. Curriculum enrichment is good.

### Care, guidance and support

#### Grade: 2

Pastoral care is good and this contributes well to pupils' enjoyment of school. Induction procedures for children in Reception are good. The good links with the pre-school playgroup ensure that transition is smooth. Procedures to ensure that pupils are kept safe and secure, including those relating to child protection, are satisfactory. Pupils confidently say adults look after them and if there is a problem it is dealt with quickly and fairly. There is good promotion of the importance of leading a healthy lifestyle and of keeping safe. Parents are very appreciative of the school's work, with one parent typically saying, 'It is important to me that my children enjoy school and feel safe. This school achieves this for me with flying colours!' Procedures to improve attendance are good.

Academic support for pupils is sound and pupils are very aware of their targets in literacy and numeracy. However, higher-attaining pupils do not always receive the right advice about how to make their work better. Good personal support and guidance is provided for those who have learning difficulties or disabilities. The school works closely with appropriate outside agencies to ensure they receive the best help possible.

## Leadership and management

### Grade: 3

The headteacher, staff and governors are very committed to improving the school. Staff are keen to take on new ideas and develop their skills. Monitoring and evaluation is satisfactory and the school development plan identifies the right priorities for development. Where weaknesses are identified and where the school has concentrated its efforts, improvements have been made, such as in reading standards by the end of Year 2. However, the leadership knows that there is still more to do to ensure that more-able pupils consistently make the progress expected of them and writing standards improve by the end of Year 6.

Despite having a high teaching commitment, the headteacher has worked hard to rectify the key issues of the previous inspection and school improvement overall is satisfactory. However, there has been marked improvement in the accommodation and in pupils' behaviour, which are now good. Governance is good. Governors discharge their responsibilities well and provide good support and guidance to the school.

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## Annex A

## Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	<b>School Overall</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	3
How well does the school work in partnership with others to promote learners' well-being?	2
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	3
The capacity to make any necessary improvements	3
Effective steps have been taken to promote improvement since the last inspection	Yes

### Achievement and standards

<b>How well do learners achieve?</b>	3
The standards <sup>1</sup> reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	3
How well learners with learning difficulties and disabilities make progress	2

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	2
The extent of learners' spiritual, moral, social and cultural development	2
The behaviour of learners	2
The attendance of learners	2
How well learners enjoy their education	2
The extent to which learners adopt safe practices	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	3

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	3
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	3
<b>How well are learners cared for, guided and supported?</b>	2

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

## Annex A

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively performance is monitored, evaluated and improved to meet challenging targets	3
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

## Text from letter to pupils explaining the findings of the inspection

13 July 2007

Dear Children

Rushbury C of E Primary School, Rushbury, Shropshire SY6 7EB

I am writing to thank you all for making us so welcome when we visited your school. You were all friendly and polite and told us interesting things. We think your school gives you a sound quality of education. Teaching is satisfactory, enabling you to reach average standards and make satisfactory progress. We liked a number of things.

- You all really enjoy being part of a small school and your attendance and behaviour are good.
- The youngest children get a good start to their education in Reception.
- It was good to know the school is friendly and you feel safe.
- Some of you do a good job helping others, by being playground buddies or as members of the school council. Keep up this good work.
- We think the fruit shop is a good idea and we think that this helps you to understand the importance of eating healthily.
- We were pleased that you knew how to keep safe and could give good advice about the dangers of smoking, for example.
- Some of you who find learning more difficult make good progress because your teachers give you good support.
- We agree with you when you told us that the interesting visits and visitors and after-school clubs all help to make school more fun.
- We think that your headteacher, staff and governors have done a good job in improving the school environment and the resources that you use.

We found some things that could be made better and your headteacher agrees.

- Pupils in Years 3 to 6 could do better in writing if teachers helped them to improve their punctuation and spelling skills and showed them ways to make sentences more interesting.
- Some of you could do harder work, so we have asked that as many of you as possible do even better by having work that makes all of you think hard.
- Now that Reception children have an area where they can work outdoors, we would like this to be used as often as possible. Also, we have asked for children to have more resources available for them to use when working in this area.

Thank you again and please help your teachers as your school continues to improve.

Yours faithfully

Lois Furness Lead Inspector