

Rushbury Church of England Primary School

Inspection report

Unique Reference Number	123497
Local Authority	Shropshire
Inspection number	340354
Inspection dates	17–18 November 2009
Reporting inspector	Roy Bowers HMI

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	32
Appropriate authority	The governing body
Chair	Aiden Foster
Headteacher	Andrew Spreadborough
Date of previous school inspection	2 July 2007
School address	Rushbury Church Stretton Shropshire
Telephone number	01694 771233
Fax number	01694 771233
Email address	thehead@rushbury.shropshire.sch.uk

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 08456 404045, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the documentation in any way.

Royal Exchange Buildings
St Ann's Square
Manchester M2 7LA

T: 08456 404045

Textphone: 0161 618 8524

E: enquiries@ofsted.gov.uk

W: www.ofsted.gov.uk

© Crown copyright 2009

Introduction

This inspection was carried out by one of Her Majesty's Inspectors. The inspector visited seven lessons and held meetings with the chair of governors, staff, pupils and parents. He observed the school's work and looked at records for the tracking of pupils' progress, the school development plan, individual education plans, the headteacher's reports to the governors, health and safety policies, curriculum policies and a range of other policies and plans. The inspector also took account of the 14 questionnaires for parents and carers which were returned.

The inspector reviewed many aspects of the school's work. He looked in detail at the following:

- pupils' attainment and progress in all key stages
- the strengths and areas for improvement in teaching
- the extent of pupils' awareness and understanding of a range of faiths and cultures, and how effectively community cohesion is promoted
- the effectiveness of leadership at all levels.

Information about the school

This small school serves the rural community of Rushbury and the surrounding villages. In the last two years the number of pupils on roll has halved. The proportion of pupils with special educational needs and/or disabilities is above average. The vast majority of pupils are White British. The school has achieved the accreditations of Healthy School and Active Mark. There are two classes. One class caters for Reception age children and pupils in Key Stage 1, and the other provides for pupils in Key Stage 2. The privately run nursery on the school site is not managed by the school's governing body and does not form part of this inspection.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

2

The school's capacity for sustained improvement

2

Main findings

Pupils are cared for exceptionally well in this good school. Pupils say that they enjoy coming to school and feel extremely safe and secure. Pupils attend regularly, behave exceptionally well and show mature and conscientious attitudes to their work. Parents have very high regard for the school, and praise its welcoming and friendly ethos. One parent commented, 'It is a good school with a lovely family feel which has made my children happy and confident'. This is typical of the comments made by many parents during the inspection. Strong relationships between adults and pupils are evident in lessons and around the school. Dedicated leadership, good teaching and effective liaison with external agencies help pupils, including those with special educational needs and/or disabilities, to achieve well. The school has good capacity to improve even further.

When children enter into Reception, their skills are broadly typical for children of this age. Because of the school's good induction procedures and the strong relationship with the private on-site nursery, children settle quickly into the daily routines. The good progress started in Reception continues through the rest of the school for all groups of pupils. By the time pupils leave at the end of Year 6, attainment is above average in English, mathematics and science.

Pupils' spiritual, moral and social development is strong, but pupils' understanding of the diversity of faiths and cultures is comparatively weak. Although the school's links with the local communities are well developed, the headteacher and governors are aware that pupils' knowledge and understanding of the diverse range of communities in the United Kingdom and globally are not yet fully developed.

The quality of teaching is good in both classes. Pupils have excellent attitudes to their learning. They work hard, help each other when necessary and persevere with their tasks. The lessons and assemblies observed during the inspection were exceptionally calm and orderly. Teachers mostly use assessments well to match pupils' tasks to the wide range of ages and capabilities in each class. However, in a few lessons, although teachers explain carefully the activities pupils are required to undertake, pupils are not clear enough about what they are required to learn. Where this occurs, although pupils engage enthusiastically with their work, pupils' learning is not accelerated as quickly as it could be and pupils cannot effectively evaluate their own learning.

Very effective personal, health and social programmes help pupils develop a good understanding of how to live healthy life-styles and the benefits of contributing positively to the community. Good use of the local environment, strong links with the church, and a good range of music and sports activities enrich the curriculum well.

The headteacher, staff and governors are highly committed to improving the

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

life-chances of all the pupils. The small number on roll enables all the adults to know each pupil very well. A system for tracking pupils' progress helps the teachers recognise any pupil who is falling behind so that additional individual support can be provided. However, the information from the tracking system is not used rigorously enough to enable the headteacher and teachers with leadership responsibilities to monitor the progress made by the various groups of pupils in the school. Consequently, provision is not always effectively modified and focused on the areas where it can have greatest impact on raising pupils' achievement.

What does the school need to do to improve further?

- Improve pupils' progress by ensuring that:
 - in every lesson all groups of pupils are clear about what they need to learn
 - pupils use this information to evaluate their own learning
 - Improve pupils' cultural development and promote community cohesion by raising pupils' awareness, knowledge and understanding of the diverse range of communities in the United Kingdom and globally
 - Ensure that pupils' progress information is used more rigorously by all leaders to:
 - monitor the progress made by all classes and groups of pupils
 - modify and focus provision so that it has greatest impact on raising pupils' achievement.

Outcomes for individuals and groups of pupils

2

Over recent years, pupils' attainment at the end of Reception, Key Stage 1 and Key Stage 2 has risen steadily and has been consistently above average at the end of Key Stages 1 and 2. Although the 2009 end of Key Stage 2 test results show that few pupils attained the higher level 5 in all subjects except reading, inspection evidence and previous test results show that this was due to the nature of the year group and does not indicate any deficiency in the school's provision.

Pupils' progress has also improved over recent years. From their varied starting points, children are nurtured well in Reception and make good progress. They continue to achieve well in Key Stages 1 and 2 in all subjects. Because of the good support they receive from teachers, teaching assistants and through the strong links with the external agencies, pupils with special educational needs and/or disabilities also progress well throughout the school.

Pupils say that one of the advantages of attending a small school is that everyone knows and looks after each other very well. Older pupils act as 'buddies' and willingly show a great deal of care for the younger ones if they are upset or anxious. Year 5 and 6 pupils help in the dining room and talk to younger pupils about how to adopt more healthy eating habits. Most pupils in the school are fully aware of how a balanced diet

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

and plenty of exercise has a positive influence on maintaining health. They eat healthily when in school and eagerly participate in clubs and other activities which help them keep fit and active. They also understand that smoking and drug abuse can seriously damage health and life-style.

Pupils feel exceptionally safe when in school. They are confident enough to ask for help from the adults or other pupils if it is needed. Even when playing energetic games on the playground, they show a very high level of regard for their own safety and that of others. Pupils say that bullying never occurs, but they are confident that adults in the school would deal very well with it if necessary. Pupils cooperate well in lessons and around school. Younger and older pupils play extremely well together. Pupils are confident, willingly discuss their learning and are developing a good level of independence. Through assemblies, class discussions and effective programmes for personal and social education, pupils develop a good awareness of spiritual, moral and social issues. However, although they study a variety of religions and learn about some of the cultures in the world, this area is less well developed.

School council pupils enthusiastically talk about which charities they have chosen to support, such as Children in Need. They are keen to express their views and want to make an even greater contribution to decisions taken about the school and the community. Pupils are also proud of the discussions and debates they have trying to resolve local issues, such as problems with car parking and traffic. These positive attitudes, together with their academic achievement, give pupils a good grounding for their future learning.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account: Pupils' attainment ¹	2
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	1
Pupils' behaviour	1
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate Please turn to the glossary for a description of the grades and inspection terms	
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account: Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Pupils say that they enjoy the lessons and like their teachers. Strong relationships between teachers and pupils, and good class management skills are evident in both classes. This helps pupils achieve well and provides a positive climate for learning. Teaching assistants are used effectively to support pupils with special educational needs and/or disabilities. Pupils are beginning to develop the skills of assessing their own learning in lessons. However, teachers do not always make clear to all groups of pupils what they are expected to learn by the end of each lesson. Although teachers explain this well as they work with the different groups, too much of the pupils' time is spent on activities which are not focused on the next steps in their learning. Consequently, pupils cannot effectively evaluate their learning in the lesson.

Marking of pupils' work is generally good and pupils say that they appreciate the teachers' comments and feel that they help them learn well. The school has recently introduced a target setting system to help pupils learn more effectively. However, this is not yet embedded and is currently not having a significant impact on pupils' learning.

The curriculum is well planned and makes good use of the local environment to stimulate learning and add relevance to pupils' experiences. There are a number of natural habitats in the school grounds which are used by the teachers to enrich pupils' work in science. Effective links with the local schools increase the resources available in subjects such as design and technology and enable the pupils to be taught by specialist sports coaches. Although the school lacks a hall for physical education, dance is taught in lessons at the village hall, and gymnastics and swimming at local schools.

The curriculum provides effectively for pupils' understanding of health matters and exceptionally well for their personal and social development. Year 6 pupils are trained in food hygiene and are keen to organise the school fruit shop. In preparation for their move to high schools, the school links with the police and primary health care trust to make pupils aware of issues such as drug abuse, water safety and bullying. Pupils are given many opportunities to discuss their feelings and to be aware that others may have different views and beliefs which must be respected. The curriculum provides a wide range of enrichment activities, including many visits to places of interest and a number of visitors who make pupils' learning more meaningful and stimulate interest. Opportunities are often taken by teachers to enable pupils to practise their literacy and numeracy skills through a range of subjects.

In Reception, opportunities for pupils to learn through the outdoor environment have increased significantly since the last inspection. Major improvements have been made to the outdoor play area, and the development of the use of the forest area has added

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

considerably to children' learning experiences.

The school pays excellent attention to all aspects of the care, guidance and support of pupils. Pupils, especially those with special educational needs and/or disabilities, are safe, comfortable and can learn effectively. Where needed, activities are supported by detailed risk assessments. One parent with a child with special educational needs wrote, 'The lessons are individually prepared for each child's ability without making the child feel inadequate in the peer group'. This comment reflected the opinion of several parents. Teachers and support staff know all the pupils exceptionally well. The caring ethos of the school helps pupils feel valued and respected. Good work and behaviour is rewarded through the celebration assemblies and the headteacher's special awards. Effective links with external agencies such as the speech and language service, the sensory inclusion service and the educational psychology service help support the most vulnerable pupils. At the time of the inspection all statutory requirements for the safeguarding of pupils were in place.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	1

How effective are leadership and management?

The headteacher's commitment to improving the life chances of all the pupils is clearly shown in his enthusiasm and dedication. He has successfully helped create an ethos where all staff share his desire to give to pupils the best quality pastoral care and academic education. All are committed to sustaining the improvements already underway, with a strong focus on improving practice and provision at every opportunity. Challenges, such as reorganisation of the classes due to a declining number on roll, have been faced sensitively and with a determination to place the needs of the pupils firmly at the centre of all decisions. Governors have improved their effectiveness since the last inspection and now make a good contribution to the life and improvement of the school through an increasingly clear understanding of its performance. Leaders know the school well and the school's self-evaluation is generally very accurate. However, information about the progress made by specific classes and groups is not always analysed rigorously enough. When this occurs, the efforts made to raise pupils' achievement are not sufficiently focused on the areas which will bring about maximum improvement.

The outstanding level of support and guidance given to all pupils, especially the most vulnerable, shows the school's commitment to equality of opportunity and tackling

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

discrimination. The school ensures that all pupils, regardless of faith, culture, heritage or disability are included in all activities and are treated in the same respectful manner. Safeguarding procedures and risk assessments are implemented effectively. The required safeguarding checks are thorough and child protection arrangements are secure and updated regularly. All staff have a comprehensive knowledge of processes and procedures. Consequently, all pupils know that they are safe.

The school provides regular opportunities for pupils to participate in the local community and also has links with a school in Tanzania. However, the school is aware that the links with the communities outside of the local area could be developed further. Parents and carers views are canvassed and valued. They are kept well informed about their children's progress and other school activities. The headteacher provides the governors with detailed information on the achievement of pupils and quality of provision. This helps governors monitor the work of the school and effectively hold the headteacher to account. The governors support and challenge the school well and provide the school with helpful links with the local village communities, the church and the parish council.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

From their varying starting points when they enter the Reception, good provision and a nurturing environment help children learn well. By the time they enter into Year 1, pupils' attainment is above average. The strong links with the private on-site Nursery help ensure that the reception staff are knowledgeable about the level of each child's skills and their individual needs. This ensures that children who have special educational needs and/or disabilities are included well from the time they start school.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Good links with parents ensure that children's emotional and welfare needs are identified early. Parents are welcomed as partners in their child's education and parents praise the strong relationships they have with the adults. Older children say that they enjoyed their time in Reception and felt safe and secure. Children are taught how to keep themselves safe and in good health.

Children in the private Nursery sometimes join with the Reception children, playing together, sharing resources and hearing stories. Because no Reception children were in attendance at the time of the inspection, no lessons could be observed. However, the school's monitoring information, supported by local authority reports, shows that teaching is consistently good. Teachers' planning indicates that children experience all areas of learning and there is a good balance between focused teacher-led activities and those the children can choose for themselves.

Leadership and management of the Early Years Foundation Stage are good. Recording of children's progress has become more detailed and is used well to plan for each child's next steps in learning.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

All the parents who replied to the questionnaire or who talked with the inspector were exceptionally positive in their praise for the school. They felt that their children are safe, make good progress, enjoy coming to school and are cared for exceptionally well. Parents who have children with special educational needs and/or disabilities spoke very highly about the support given to their children by the school staff and by the external agencies working with the school. The outcomes of the inspection confirm these views.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Rushbury Church of England Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school. The inspector received 14 completed questionnaires by the end of the on-site inspection. In total, there are 32 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	11	79	3	21	0	0	0	0
The school keeps my child safe	13	93	1	7	0	0	0	0
The school informs me about my child's progress	10	71	4	29	0	0	0	0
My child is making enough progress at this school	10	71	4	29	0	0	0	0
The teaching is good at this school	11	79	3	21	0	0	0	0
The school helps me to support my child's learning	11	79	2	14	0	0	0	0
The school helps my child to have a healthy lifestyle	12	86	1	7	0	0	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	8	57	5	36	0	0	0	0
The school meets my child's particular needs	10	71	4	29	0	0	0	0
The school deals effectively with unacceptable behaviour	10	71	3	21	0	0	0	0
The school takes account of my suggestions and concerns	13	93	1	7	0	0	0	0
The school is led and managed effectively	11	79	3	21	0	0	0	0
Overall, I am happy with my child's experience at this school	12	86	2	14	0	0	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupils' needs, including where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



19 November 2009

Dear Children

Inspection of Rushbury Primary School, Church Stretton, SY6 7EB

Thank you for making my recent visit to your school such a pleasurable experience. It was a delight to talk to you about your school and to hear all about the exciting things that you do. You were all so polite and cheerful. I learned a lot about your school from you. I enjoyed seeing you all in your assembly and hearing your thoughts about behaviour. I was very pleased when you told me that there is no bullying in your school. I saw for myself how well you get on together and how you help others when you can. Well done!

You go to a good school and here are some of the reasons why.

You make good progress in all the classes.

Those of you who find learning difficult also make good progress.

You are looked after exceptionally well.

You and your parents say that you feel very safe and secure when at school.

You behave exceptionally well and work hard in lessons.

To help the school become even better, I have asked the headteacher and governors to look at three areas.

Improve your progress by ensuring that, in all lessons, the teachers make sure that you understand what you need to learn. This will also help you to evaluate how well you have learned in the lessons.

Improve your knowledge and understanding of the many different communities, beliefs and cultures in the United Kingdom and other parts of the world.

Ensure that the teachers look more carefully at the information about your progress and use this to help you learn more effectively.

You can help too by continuing to work as hard as you do now and maintaining your excellent behaviour.

I shall take away many good memories about your school and have very much enjoyed the time I have spent with you. Thank you again for being so helpful and friendly.

Yours sincerely

Roy Bowers

Her Majesty's Inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 08456 404045, or email enquiries@ofsted.gov.uk.