

Rudgwick Primary School

Inspection report

Unique Reference Number	125849
Local Authority	West Sussex
Inspection number	340852
Inspection dates	16–17 June 2010
Reporting inspector	Sheila Browning

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

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	183
Appropriate authority	The governing body
Chair	Simon Harrison
Headteacher	Lawence Caughlin
Date of previous school inspection	28 June 2007
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Introduction

This inspection was carried out by three additional inspectors. Nine teachers were observed in 19 lessons or parts of lessons. In addition, inspectors looked at pupils' workbooks, displays in classrooms and around the school, the school's assessment and tracking information for each year group. Inspectors also looked at the minutes of governing body meetings, the school's evaluations of teaching and learning and safeguarding documentation. Inspectors met with staff, pupils and representatives of the governing body and also spoke to a few parents and carers at the school gate. They looked at questionnaires completed by 104 parents and carers, 101 pupils in Years 3 to 6 and 28 members of staff.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- how effectively progress, especially in English and mathematics, for average and lower-attaining pupils from Years 2 to 6 is sustained
- the effect of new strategies to raise pupils' attainment in reading
- how well teaching has improved, particularly through the introduction of new assessment strategies, as an indicator of the effectiveness of leadership and management
- how the school is raising pupils' awareness and knowledge of different communities in the United Kingdom.

Information about the school

In this smaller than average rural school the pupil roll is increasing. The large majority of pupils are of White British heritage and an increasing number are from a range of other ethnic backgrounds. A few settled Traveller children also attend. The number of boys in the school is significantly greater than the number of girls overall, and in every year group except for Years 1 and 2. The proportion of pupils who are eligible for free school meals is average. Though average overall, the proportion of pupils with special educational needs and/or disabilities in some year groups is much higher and close to half of each class. Of these most have specific learning problems, including dyslexia or behavioural, emotional or social learning difficulties. Few pupils speak English as an additional language. The school provides for children in the Early Years Foundation Stage in one Reception class. Since the last inspection staffing has been restructured to have an extended senior leadership team.

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

Rudgwick is a good school. It has some outstanding features. Good relationships between adults and pupils and among the pupils themselves are at the heart of the school's work; as a result pupils develop many excellent personal skills. They are confident and exceptionally welcoming, reflecting the extremely high quality of care, support and guidance they receive. They make good progress because they are taught well. Their attainment is above average, and improvements in teaching, particularly in developing pupils' writing and reading skills, have resulted in challenging targets being exceeded.

The headteacher is highly respected by parents and carers and the local community and has successfully built a strong staff team who share his aspirations for the pupils and the future of the school. The school has made good improvements since the last inspection, when it was judged to be satisfactory. Two developments have been key to this improvement. Teaching has improved because of the close focus on using assessment strategies to help learning accelerate, which has led to most teaching being good. Also the new skills-based and creative curriculum helps pupils to thoroughly enjoy their learning. Systems for school self-evaluation are excellent, as is the way pupils' progress is tracked and any underperformance is analysed and tackled. These factors and the school's accurate view of its own effectiveness and the progress made since the previous inspection demonstrate it has a good capacity to sustain and increase the rate of improvement.

Carefully planned provision effectively meet the needs of pupils with special educational needs and/or disabilities, those who are gifted and talented and Traveller children, enabling them to make good progress. Pupils say they feel very safe and secure and are confident that any issue they might raise will be dealt with promptly. Several parents wrote about the help their children had received. Pupils are very aware of their own safety and as young play leaders, for example, relish their roles, looking after and playing with younger ones. As eco- and school councillors, house captains, head boy and girl, they are very active in the local and school communities. They contribute to school development planning and get involved in local businesses, for example in Kenya week in activities such as making bricks.

Children achieve well in the Reception class. However, the indoor and outdoor accommodation, which is spacious and well organised, is not as highly stimulating or vibrant as it could be to ensure children consistently achieve as well as possible. Pupils' social, moral and spiritual development is excellent. They have a good knowledge of cultures in other parts of the world and reflect and show great empathy for and understanding of the differences and similarities they have with the children in

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Masemwa, a school with which there are well-established links. The school has excellent links with the local community. It has yet to expand pupils' horizons so that they fully appreciate the cultural diversity in the United Kingdom today.

What does the school need to do to improve further?

- Improve the indoor and outdoor learning environment in the Early Years Foundation Stage to ensure children consistently achieve their best by:
 - reviewing the use of resources so that they really inspire learning
 - ensuring the learning environment is rich, stimulating and innovative so that it further supports learning.
- Raise pupils' awareness of the cultural, ethnic and religious diversity in the United Kingdom today by:
 - developing links with a contrasting community in the United Kingdom.

Outcomes for individuals and groups of pupils**2**

Children enter Year 1 with broadly average levels of attainment. Pupils' attainment in reading and writing has risen recently and measures taken to reduce a dip in pupils' learning in Year 3 have been successful. Though rising over time, pupils' attainment has not been consistently above average. As pupils move up through the school they make good progress. Pupils are enthusiastic learners who work hard and are keen to do well. They collaborate well in pairs and groups, sharing ideas and planning, for example when Year 5 researched facts using information and communication technology (ICT) before re-enacting the mummifying process from Ancient Egypt. When lessons inspire, pupils are really motivated, such as when a mixed-age group of gifted and talented pupils explored creatures and their habitats in the grounds. They collected snails and ants, pressed leaves, researched facts and identified species in readiness for making a book for the rest of the school to use on a hunt.

Pupils show interest in a wide range of other activities, from early morning netball to running the healthy tuck shop. They love all the opportunities for sport and clearly know what makes a healthy diet and how to keep themselves and others fit. Behaviour is good and, at times, exemplary despite a small minority of pupils expressing some concerns. Year 6 pupils really enjoyed the opportunity to improve their communication skills when instructing Reception children to make origami whales, a great confidence boost for both age groups. Most pupils enjoy school, which is seen in their high attendance. There are no significant differences between the outcomes for boys and girls, and pupils with special educational needs and/or disabilities all make good progress. Pupils' confidently apply their basic skills, including computer skills in different contexts.

These are the grades for pupils' outcomes

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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	2
The extent to which pupils adopt healthy lifestyles	1
The extent to which pupils contribute to the school and wider community	1
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	1
The extent of pupils' spiritual, moral, social and cultural development	1

How effective is the provision?

All staff make a very strong contribution to the excellent care, sensitive support and guidance received by pupils, including the most vulnerable. A wide range of intervention programmes and booster classes in mathematics and English support individuals and small groups effectively, whether by extending gifted and talented mathematicians or supporting boys' writing skills. Excellent links with home and external agencies ensure that all pupils, and especially the most vulnerable, are well looked after. Parents and carers appreciate the school's 'open door' policy and are very confident in the way their children will be looked after. The school has some striking examples of where it has helped individuals and their families overcome significant barriers to their education. Teaching has improved as the impact of good assessment systems and initiatives to move up standards have become embedded. These and teachers strong subject knowledge, level of challenge and questioning skills have contributed significantly to improvements in learning. Teachers are now more skilled at planning for pupils' individual needs. For example, in a Year 1 science lesson pupils were set tasks at differing levels of difficulty to predict, search for and record different mini-beasts, and made good progress. Pupils understand what they are learning and assess how well they have done and what they still need to do. On occasion, the pace of learning drops off or too much time is given to organisational tasks, and at other times it is too quick for pupils to be fully on board with their learning. Well-trained teaching assistants

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

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provide effective support for those needing additional help, though they are occasionally underused at the start of lessons.

Though improvements in the curriculum are not yet fully embedded, it is continually evolving and skills in literacy, numeracy and ICT are usually applied well. Work with the local authority and locality schools continues to enrich pupils' learning. Themed weeks, visits such as Year 5's visit to the Brighton Pavilion, visitors and enrichment clubs are very popular and contribute much to pupils' learning and enjoyment.

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 expanded senior leadership team communicate high expectations to all staff and are enthusiastically focused on driving improvement. Accurate monitoring and evaluation has provided a realistic self-evaluation of the school's work. This has led to noticeable improvements in teaching, assessment and the curriculum, particularly over the past six months. The very effective monitoring of pupils' attainment has been particularly useful in helping the school to iron out minor differences in the progress of different groups of pupils. Consequently, all groups achieve well. This illustrates the school's outstanding success in promoting equality and tackling discrimination.

The headteacher has forged excellent partnerships with the local community, and parents and carers who are seen as key partners. The school works successfully to engage them through newsletters, workshops, a website and The Parent Forum. Statutory requirements are fully met with rigorous procedures for ensuring the safety of staff and pupils. Governors are actively involved, very knowledgeable and increasingly provide good levels of challenge. Leaders have ensured that the school is promoting community cohesion well, particularly through the links established within the local communities, and at international levels. Nonetheless, pupils' understanding of diversity in the United Kingdom today is more limited.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	1
Taking into account: The leadership and management of teaching and learning	1

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 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	1
The effectiveness of partnerships in promoting learning and well-being	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	1
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Good leadership and management have secured significant improvements in many aspects of provision; consequently, children make good progress in all areas of learning. Children appear to bounce to school, eager and expectant! They are active learners, enjoy problem solving and learn to be independent, whether using ICT to retell the story of Noah's Ark or learning to use non-fiction books to find out facts about whales. Regular teaching of letters and sounds prepares children well for reading and writing. Ongoing observations and assessments of the children's progress are used effectively to target support, and build on their knowledge and understanding well.

The majority are on course to achieve age-related expectations by the end of Reception and many will exceed these. This is good progress from their average starting points. Pupils learn through a combination of direct teaching and activities they initiate themselves. While much improved, the learning environment is not stimulating enough and is missing that 'wow' factor to really let children's imaginative and creativity fly. All staff are well focused on ensuring children's welfare and well-being. As a result, and because of the close links with pre-school settings and parents and carers, children settle in quickly. Weekly parents' evenings, with five sets of parents being invited each time, reinforce the good partnerships with parents and carers who speak highly of the provision.

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

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Views of parents and carers

A high number of parents responded to the Ofsted questionnaire. Parents and carers are extremely satisfied with the school. There were many positive comments on questionnaires, and almost all of the few points raised for improvement related to individual cases. Most parents and carers are happy with their children's experience at Rudgwick and the inspection findings confirm their positive views of the school. A very small minority expressed concerns about their children's progress and felt the school did not help them enough to support their child's learning. Inspectors could not endorse these views as they judged pupils to be making good progress; the school has excellent partnerships with parents and carers. The school provides many opportunities for parents to support their children's learning.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Rudgwick 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 inspection team received 104 completed questionnaires by the end of the on-site inspection. In total, there are 183 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	64	62	38	37	0	0	0	0
The school keeps my child safe	59	57	45	43	0	0	0	0
The school informs me about my child's progress	34	33	65	63	3	3	0	0
My child is making enough progress at this school	38	37	54	52	10	10	0	0
The teaching is good at this school	49	47	47	45	2	2	0	0
The school helps me to support my child's learning	40	38	50	48	9	9	1	1
The school helps my child to have a healthy lifestyle	46	44	58	56	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)	49	47	52	50	0	0	0	0
The school meets my child's particular needs	43	41	51	49	7	7	0	0
The school deals effectively with unacceptable behaviour	38	37	61	59	3	3	0	0
The school takes account of my suggestions and concerns	37	36	60	58	4	4	0	0
The school is led and managed effectively	43	41	55	53	5	5	0	0
Overall, I am happy with my child's experience at this school	58	54	44	42	2	2	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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

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 is for the period 1 September to 31 December 2009 and is the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

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 pupil's 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.



18 June 2010

Dear Pupils

Inspection of Rudgwick Primary School, Horsham, RH12 3HW

Thank you for being so friendly when we visited your school and for telling us about all the interesting things that you do. We could see that you enjoy all the netball, dance, gymnastics and music sessions. Here are some of the other good things we found out.

- You enjoy taking responsibility and you contribute so much to your school and the local community. We were very impressed with your links with Masemwa □ you must be rightly proud.
- You make good progress in the Reception class and learn lots of new things.
- All of the adults take very good care of you so that you feel very safe.
- You keep very fit and healthy by eating fruit every day and taking part in lots of sport activities. Well done!
- You reach above-average standards and your progress is good. You obviously enjoy your lessons, and we were impressed to see how hard you work; your good attitudes and behaviour make a big difference.
- The school works really well with your parents and carers and others to help make sure you can do your very best.
- Your school is very well led by your headteacher; he is well supported by the staff and governors. They are all working together to make your school even better.

This is what we have asked them to do to help your school become even better than it is now:

- make sure that the indoor and outdoor learning environment for the youngest children is rich, stimulating and exciting
- through a link with another school help you to be more aware of people from different cultural, ethnic and religious backgrounds in the United Kingdom.

You can help, too, by always working as hard as you can.

Yours sincerely

Sheila Browning

Lead inspector

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