



Rushwick CofE Primary School

Inspection Report

Unique Reference Number 116847
LEA Worcestershire
Inspection number 279919
Inspection dates 7 March 2006 to 7 March 2006
Reporting inspector Alison Grainger AI

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

Type of school	Primary	School address	Upper Wick Lane
School category	Voluntary aided		Worcester
Age range of pupils	4 to 11		Worcestershire WR2 5SU
Gender of pupils	Mixed	Telephone number	01905 422502
Number on roll	128	Fax number	01905 428895
Appropriate authority	The governing body	Chair of governors	Mrs Deborah Herron
Date of previous inspection	6 November 2000	Headteacher	Mr Geoff Jeffrey

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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

This small school draws its pupils from the village of Rushwick, the hamlet of Crown East, and the western outskirts of Worcester. Apart from the Reception class, each of the school's five classes includes pupils from two year groups. Almost all pupils are of White British heritage. The socio-economic backgrounds of the pupils are generally favourable, and the percentage of pupils with special educational needs is below average. Most children enter the Reception Year with attainment at least at the level expected for their age.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

This is a satisfactory school providing satisfactory value for money. The school's view and the inspectors' view of its overall effectiveness are the same.

From entry in the Reception Year to the end of Year 6 pupils' progress is satisfactory. By the end of the Reception Year, most children meet the standards expected for their age as a result of the satisfactory quality of education they receive in the Reception class. Results in national tests at the end of Years 2 and 6 are broadly average. Most pupils achieve satisfactory standards and a few exceed them.

Teaching and learning are satisfactory overall. The quality of assessment varies. There are examples of assessment being used effectively in some classes, however, not all teachers use assessment information well enough to match work to all pupils' needs. More capable pupils are therefore not always challenged and pushed on as well as they should be. In some classes, pupils are not given a clear understanding of what they are doing well and what they need to do next to improve.

The care, guidance and support given to pupils and their personal well-being are good. The school is successful in developing pupils as mature and responsible young citizens. Pupils behave well and have positive attitudes to learning. Although pupils are helped to be outward looking, they do not gain enough awareness of the diversity of cultures in modern Britain.

Leadership and management are satisfactory overall. A good feature is the clear educational direction provided by the headteacher. Given the school's broadly sound progress since the last inspection and the accurate identification of current priorities for improvement, the school has the necessary capacity to improve further.

What the school should do to improve further

- Improve the use of assessment to match work to all pupils' needs and to ensure that the more capable pupils are consistently challenged to do as well as they should.
- Develop the guidance to pupils so that they clearly understand what they are doing well and what they need to do to improve their work.
- Increase pupils' awareness of the diversity of modern multi-cultural Britain.

Achievement and standards

Grade: 3

Pupils make satisfactory progress from their start in the Reception Year to the end of Year 6 and most meet the appropriately challenging targets set for them. Most children enter the Reception Year with attainment at least at the level expected for their age and these standards are maintained. By the end of the Reception Year, almost all children reach the nationally expected goals and a few exceed them.

Pupils' results in national tests at the end of Year 2 have been close to the national average in reading, writing and mathematics in recent years. The Year 6 results have also been broadly average. In 2005, the mathematics results were a little above average and pupils had made good progress from their starting points in Year 3 in this subject.

Whilst progress is satisfactory overall, those in the combined Year 1 and 2 class and in the combined Year 5 and 6 class are currently making the most significant gains. The reason for these relatively better gains is that the teachers have high expectations and challenge the more able. Pupils with learning difficulties do as well as others. More able pupils, however, do not do as well as they should in some classes. Pupils now in Year 3 who reached the higher level for their age at the end of Year 2, for example, are underperforming.

Personal development and well-being

Grade: 2

Pupils' personal development, including their spiritual, moral, social and cultural development, is good overall. Almost all reach the expected standards in personal, social and emotional development in the Reception Year. By the time they reach Year 6, many are very mature and responsible for their age. Pupils of all ages behave well in lessons and around the school. They enjoy school a good deal as the above average attendance rate indicates.

The most striking feature of pupils' personal development is how well they develop as good citizens, who are sensitive to the needs of others. Through the Eco Club and Eco Committee, they develop a keen understanding of the need to care for the environment. Pupils make a strong contribution to the school community and take initiative well, for example, through the well-established school council. They also make a good contribution to the wider community, for instance, by raising funds for charities. Pupils have the expected knowledge and understanding of world faiths, but their awareness of the diversity of modern multi-cultural Britain is less well developed.

Pupils are sensible and follow safe practices, such as in practical lessons and when moving about the school. They understand the importance of regular exercise and a healthy diet, although too many eat unhealthy snacks. Pupils successfully develop the skills necessary for their later life, such as in working together to solve problems.

Quality of provision

Teaching and learning

Grade: 3

Satisfactory teaching ensures that pupils make adequate progress as they move up through the school. The strongest teaching is in the combined Year 1 and 2 class and also in the combined Year 5 and 6 class. Expectations of pupils are higher in these classes than in the other classes, with good attention paid to the needs of the more capable. In the Year 1 and 2 class, there is particularly good organisation of the classroom and activities. The careful way in which pupils' work is organised into

different books and folders encourages the pupils in this class to take real pride in what they do.

Teachers' use of assessment to meet the differing needs of pupils is too patchy. This is the aspect of teaching that most needs improvement to help pupils make better progress. In particular, the more capable pupils are not always challenged to reach higher levels of attainment, including in the Reception Year. There are examples of 'teaching to the middle' that allows the potentially higher-attaining pupils to 'coast'. As a result, these pupils do not always do as well as they should.

Teaching assistants are deployed effectively to help groups of pupils, and particularly to support those with learning difficulties. However, they are not used fully in all whole-class sessions to move pupils' learning on. In the Reception class, the teaching assistant has a good understanding of how young children learn, and contributes well to lessons.

Curriculum and other activities

Grade: 3

The curriculum meets pupils' needs and external requirements satisfactorily. The recent development of a class only for Reception children has brought improvements in the learning opportunities for these young children. However, activities do not always challenge the more capable children.

The use of information and communication technology to support pupils' learning across the subjects has improved since the last inspection. Satisfactory attention is also given to the development of key skills, such as in writing and mathematics, through other subjects. There are some examples of this being done well, such as in the nature watch diaries kept by pupils in the combined Year 1 and 2 class.

A good range of clubs and visits extends the opportunities available to pupils. The programme of personal, social, health, and citizenship education contributes well to pupils' personal development. Although pupils gain understanding of major world faiths through religious education, work in other subjects does not sufficiently develop their awareness of the cultural diversity of modern Britain.

Care, guidance and support

Grade: 2

The good care for pupils makes a significant contribution to their personal development. Pastoral care is strong resulting in pupils feeling safe at school and knowing that they have an adult to whom they can turn should the need arise. Children starting in the Reception Year are given very effective support to settle into school.

A variety of good opportunities, particularly the well-established and effective school council, support pupils in having a real voice in the school and in developing as mature and responsible young citizens. Pupils are encouraged to be independent, to show initiative and to make decisions, for example, about how the environment should be cared for.

Child protection arrangements are fully in place. Good attention is given to health and safety. There is an increasing focus on developing pupils' awareness of the importance of healthy eating and taking regular exercise. For example, pupils who live close enough are encouraged to walk or cycle to school. Cycling proficiency classes are provided to ensure that pupils who cycle to school know how to keep safe.

Although good practice is developing in some classes, there is too much variation in how well teachers guide pupils about what they need to do to improve their school work. Not all pupils understand what they have to do to make their work better or know clearly enough what they are already doing well.

Leadership and management

Grade: 3

Satisfactory leadership and management ensure that pupils make reasonable progress during their time in the school. There are good features in the headteacher's leadership and management. In particular, the headteacher has an accurate understanding of the strengths and weaknesses in all areas of provision, including variations in how well teaching meets pupils' needs in the different classes.

The headteacher provides a clear educational direction for the school. Areas requiring improvement are already receiving attention, such as the use of assessment to support teaching and to guide pupils about how to improve their work. A strong lead is given in the areas in which the school is already doing well, particularly the promotion of pupils' personal development.

Under the guidance of the headteacher, staff with leadership and management responsibilities are developing their accountability for the provision in subjects. They are committed to improving the school, but are not yet analysing and evaluating how the quality of teaching contributes to pupils' progress in each year group.

Governance is satisfactory. Governors know the main strengths and weaknesses of the school and are kept well informed by the headteacher. They have recently increased the extent to which they check up for themselves on how well the school is doing.

The involvement of pupils and their parents in the process of school self-evaluation is satisfactory. Given the overall satisfactory rate of progress since the last inspection, and in particular the headteacher's clarity about improvement areas, the school has the necessary capacity to improve further.

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Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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Overall effectiveness

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

Achievement and standards

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

Personal development and well-being

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

The quality of provision

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

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

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	3	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	3	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3	NA
How effectively and efficiently resources are deployed to achieve value for money	3	NA
The extent to which governors and other supervisory boards discharge their responsibilities	3	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

Thank you for helping us when we visited your school. We enjoyed talking with you. We saw that you like school, behave well, and get on well together. We found that many of you are very mature and responsible for your age, particularly by the time you are in Year 6.

Your school does a lot to help you to take responsibility, to look after the environment and to help other people. The adults make sure that you are looked after and are safe. You have a good range of activities additional to lessons, such as clubs and visits out of school.

Your headteacher is very clear about what the school needs to do to be even better. He is already working with the other adults in school to develop the things that we found could be better.

We have asked your teachers to make sure that the work is always at the right level for you. We found that there are times when some of you should have harder work to help you to make more progress.

We have also asked the teachers to make sure that you all know how well you are doing and what you need to do next to improve.

You learn about the different faiths of people in the world in your RE lessons. We have suggested that it would be interesting for you to learn more about the variety of backgrounds of people living in Britain today.

Thank you once again for your help and for making us welcome.