

# Inspection of an outstanding school: Rushbury Church of England Primary School

Rushbury, Church Stretton, Shropshire SY6 7EB

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Inspection date:

11 October 2022

## **Outcome**

There has been no change to this school's overall judgement of outstanding as a result of this ungraded (section 8) inspection. However, the evidence gathered suggests that the inspection grade might not be as high if a graded (section 5) inspection were carried out now. The next inspection will therefore be a graded inspection.

## **What is it like to attend this school?**

Pupils, including children in early years, are proud of their school. They say that they are happy, feel safe and love to learn. Leaders have high expectations for them, which pupils try hard to meet. They know that they will always be helped to do the best that they can whatever their needs are. Pupils say teachers look after them, as well as teaching them.

At breaktimes, pupils play together happily. Older pupils watch over younger pupils as a matter of course.

Pupils are routinely kind to one another. They understand the difference between friends 'falling out' and bullying. They say that bullying is rare. When it does happen, they are confident that staff will deal with it quickly and effectively.

Pupils have numerous opportunities to develop their knowledge and experience of the world around them. They aspire to become members of the school council or dinner buddies, and to join the Rushbury Rotakids. Their wider development is well supported through a range of clubs, visits and visitors. Pupils talk with enthusiasm and excitement about activities in which they have taken part. They look forward to future opportunities.

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

Leaders have carried out a review of the curriculum to take account of gaps in pupils' learning following the pandemic. Leaders have put in place a broad and ambitious curriculum for all pupils, including those with special educational needs and/or disabilities (SEND). There is a strong culture of achievement for all in the school. Pupils, including those with SEND, are very well supported to achieve their best.

Teachers have good subject knowledge. They have identified the most important knowledge and skills to teach in the most effective sequence for most subjects, from early years onwards. However, in the most recently reviewed subjects, occasionally, teachers do not present or explain pupils' learning clearly enough. When this happens, pupils do not always learn and remember as much as they could.

Assessment in the classroom is frequent and helps teachers to quickly identify where pupils may need some additional help. For instance, in early years, continuous assessment as children participate in activities helps to make sure that adults intervene when necessary. However, formal assessment is not always used well enough to inform the next steps in pupils' learning. This is because leaders have not set out the purpose of assessment in a few areas of the new curriculum.

All pupils, including children in early years, enjoy learning to read. A very recent change to a new phonics scheme is bedding in quickly because teachers and teaching assistants are skilful and enthusiastic. Pupils are very keen to become fluent and confident readers. They quickly understand that reading well opens many other doors for them. As a result, they try hard and keep on trying even when they have difficulties. A love of reading permeates the school. Books are available in classrooms and corridors. There are numerous displays promoting reading. Pupils enjoy reading stories and poetry with their teachers and at home. They were keen to tell the inspector all about their favourite stories.

All staff have high expectations of pupils' behaviour, including in early years. Pupils nearly always behave well in lessons. This means that pupils' learning is rarely disrupted. They understand that listening, sharing and trying hard are good learning behaviours that will help them to learn more. When pupils' behaviour occasionally falls below the expected standards, teachers deal with it quickly and without undue fuss. The school policy is to actively look for and encourage good behaviour and to reward with praise. Pupils appreciate this approach and respond very positively.

Pupils' wider development is part of the fabric of school life. Pupils understand about equality, respect and tolerance. They are expected to practise that understanding on a daily basis and do so. Leaders ensure that pupils learn about their own community, but also about the lives of others. They learn about different beliefs and attitudes and can talk about the importance of accepting those differences. Older pupils take part in activities in which they learn about risks to themselves and others and how to keep themselves safe.

The headteacher, supported by governors, has skilfully guided the school through the aftermath of some very difficult events. Throughout, staff say that they have been supported with care and concern for their well-being. As result, staff have huge loyalty and commitment to the school and its pupils.

## **Safeguarding**

The arrangements for safeguarding are effective.

Safeguarding is at the heart of the school and pupils are at the heart of safeguarding.

Every member of staff, including non-teaching staff, is well trained. They know what to do if they have concerns, and the recording of incidents is meticulous. Consequently, children and families needing help are identified quickly.

Leaders work with parents and carers and external agencies effectively to ensure that the right help is provided at the right time.

Pupils are taught how to keep themselves safe, including when online.

Leaders, including governors, have received training in safer recruitment and make sure that all appropriate checks are completed and recorded.

## **What does the school need to do to improve?**

### **(Information for the school and appropriate authority)**

- Teachers do not always have the pedagogical expertise to present learning in the most effective ways, particularly where the subject curriculum is very new to them. This means that, sometimes, pupils do not learn and remember as much as they could. Leaders must make sure that all teachers have the training and support to develop the appropriate level of expertise.
- Leaders have not made sure that the purpose of formal assessment is clear for all subjects. As a result, it is not always used well enough to review and adapt teaching and learning over time. Leaders should ensure that all teachers understand how they are expected to use the information from formal assessment.

## **Background**

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

This is the first ungraded inspection since we judged the school to be outstanding in May 2017.

## **How can I feed back my views?**

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View

when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

## **Further information**

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

## School details

<b>Unique reference number</b>	123497
<b>Local authority</b>	Shropshire
<b>Inspection number</b>	10256952
<b>Type of school</b>	Primary
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	47
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Laraine Oxley
<b>Headteacher</b>	Steve Morris
<b>Website</b>	<a href="http://www.rushburyschool.co.uk">www.rushburyschool.co.uk</a>
<b>Date of previous inspection</b>	9 and 10 May 2017, under section 8 of the Education Act 2005

## Information about this school

- The headteacher was appointed in October 2020.
- Leaders provide before- and after-school childcare, which is managed by the governing body.
- Rushbury Church of England Primary School received its most recent Statutory Inspection of Methodist and Anglican Schools (SIAMS) in March 2020. The next SIAMS inspection is due to take place in 2025.
- Leaders do not use any alternative provision.

## Information about this inspection

- This was the first routine inspection the school had received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders, and have taken that into account in their evaluation of the school.
- Inspectors met with the headteacher, the consultant special educational needs coordinator, members of staff and pupils. The lead inspector held a meeting with the governing body, including the chair of governors.

- Deep dives in reading, mathematics and history were completed. These included discussions with subject leaders, staff and pupils, visits to lessons and scrutiny of pupils' work.
- Inspectors spoke to groups of pupils of all ages, including children in early years, both formally and informally.
- Inspectors spoke with parents informally at the end of the school day.
- A range of documentation was reviewed, including leaders' self-evaluation of the school's work and their subsequent plans to improve the school, curriculum plans, policies and the school's website. Minutes of meetings, including meetings of the governing body, and reports were also checked.
- When inspecting safeguarding, the inspectors considered the school's procedures for keeping pupils safe, the checks made to ensure safe recruitment, and the quality of staff training.
- The lead inspector considered the responses to Ofsted Parent View, including the free-text comments, and the responses to the staff and pupil surveys.

### **Inspection team**

Mel Ford, lead inspector

His Majesty's Inspector

Karen O'Keefe

Ofsted Inspector

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