

# Inspection of Rumboldswyke CofE Primary School

Rumbolds Close, Chichester, West Sussex PO19 7UA

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Inspection dates: 12 and 13 September 2023

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| <b>Overall effectiveness</b> | <b>Good</b>  |
| The quality of education     | <b>Good</b>  |
| Behaviour and attitudes      | <b>Good</b>  |
| Personal development         | <b>Good</b>  |
| Leadership and management    | <b>Good</b>  |
| Early years provision        | <b>Outstanding</b>   |
| Previous inspection grade    | Not previously inspected under section 5 of the Education Act 2005 |

The head of school is Lisa Harris. This school is part of Bishop Luffa Learning Partnership, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Austen Hindman, and overseen by a board of trustees, chaired by James Wilson.

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

Parents, pupils and staff alike are effusive in their praise for the school's community spirit and welcoming atmosphere. Pupils enjoy their time here. They know the school's values of 'love, compassion, respect and hope' and can explain what they mean and how to demonstrate them. In particular, there is a strong culture of respect in the school. Pupils value the relationships they have with each other and with staff.

Most pupils behave very well, and the school puts in place effective support for those who struggle with their behaviour. However, some pupils still do not behave as well as they should. They sometimes distract others from their learning, although these students are the exception. There is usually a calm atmosphere in the classrooms and during playtimes.

The school's new curriculum has increased the expectations for what pupils can achieve. These expectations are increasingly being realised and, over time, pupils know more and can do more with what they have learned. Pupils enjoy talking about their learning, doing so with confidence. Books play an important role in the curriculum, and pupils discuss these with enjoyment and enthusiasm.

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

Pupils benefit from a well-planned curriculum that sets out exactly what they should learn and how this knowledge will build over time. Each topic, called by the school 'a learning experience', culminates in an opportunity for pupils to apply what they have learned and produce a clearly defined outcome. This allows pupils and teachers to see what progress has been made through the planned curriculum. These end points are ambitious. Pupils with special educational needs and/or disabilities (SEND) are well supported by the school to access this ambitious curriculum. Staff identify the learning needs of pupils quickly and effectively. They are then supported to put in place bespoke support to meet those needs.

Reading is prioritised by the school and is very well taught. This is especially true in Reception, where children have many opportunities to read and to be read to. The school assesses pupils regularly and uses this information to put in place carefully targeted intervention, which helps pupils to catch up and then keep up with their peers. As a result, outcomes in reading are improving rapidly. The school is aware that mathematics outcomes have not been as strong as they should be. Recent changes to the approach to this subject are starting to have a positive effect on what pupils know and can do.

The way the school plans out the curriculum in Reception is exceptional. While there are detailed plans for what will be learned over the course of the year, staff make highly effective adaptations based on how the children are progressing. Ongoing assessment means that activities are carefully designed to meet different learning

needs. Parents are kept well informed by the school about their child's progress and given timely advice on how they can support them further.

The school is taking effective action to address poor attendance among a small number of pupils. However, there are still too many pupils missing too much of their education. In other ways, the attitude of pupils towards school is very positive. They know the importance of behaving well and are taught how their actions can affect others. Pupils appreciate the way they are rewarded for demonstrating the school's values, and they are motivated to do well. Pupils are supported to behave well by being taught routines for learning. This begins in Reception, where children soon learn how to work with others and follow instructions quickly. This helps to ensure that time is used very well.

The school ensures that pupils have many opportunities for wider development. These often take place through trips out of school and from the visitors invited to the school. These are well planned to support what is being learned in class, as well as to provide experiences that pupils might not otherwise have. Some trips include working with the secondary school in the trust. This helps to ease pupils' worries about transition. The school ensures that children with SEND are included in activities, making adaptations where needed. The school also supports disadvantaged pupils to access clubs, including those offered by external providers.

The school is very well led. Leaders understand their roles and carry them out effectively. Support from the trust has allowed the school to make rapid improvements, especially in the quality of the curriculum and in the wider enrichment opportunities on offer. Despite the necessary improvements, the workload of teachers has been managed well. This has allowed them to concentrate on those activities that will be of most benefit to their pupils.

## **Safeguarding**

The arrangements for safeguarding are effective.

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

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

- The attendance of some pupils is poor. These pupils miss too many lessons, which has a negative impact on their outcomes. The school should continue its work with parents to ensure that pupils are in school whenever possible.
- On occasion, the behaviour of a small proportion of pupils can interrupt the learning of others. The school needs to ensure that there is a consistent approach to managing disruption to learning and that this approach is understood by all pupils and staff.

## 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' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

## School details

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| <b>Unique reference number</b>             | 148184   |
| <b>Local authority</b>                     | West Sussex  |
| <b>Inspection number</b>                   | 10288095   |
| <b>Type of school</b>                      | Primary  |
| <b>School category</b>                     | Academy sponsor-led  |
| <b>Age range of pupils</b>                 | 4 to 10  |
| <b>Gender of pupils</b>                    | Mixed  |
| <b>Number of pupils on the school roll</b> | 98   |
| <b>Appropriate authority</b>               | Board of trustees  |
| <b>Chair of trust</b>                      | James Wilson   |
| <b>Headteacher</b>                         | Lisa Harris  |
| <b>Website</b>                             | <a href="http://www.rumboldswyke.org.uk">www.rumboldswyke.org.uk</a> |
| <b>Date of previous inspection</b>         | Not previously inspected   |

## Information about this school

- Rumboldswyke Church of England Primary School joined Bishop Luffa Learning Partnership in September 2020. When its predecessor school, Rumboldswyke Church of England Infants' School, was last inspected by Ofsted, it was judged to be inadequate.
- The school is a Church of England school. Its last section 48 inspection was in 2019. This is an inspection of the school's religious character.
- The school does not currently use alternative provision.

## Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- Inspections are a point-in-time judgement about the quality of a school's education provision.

- This was the first routine inspection the school 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 leaders including the head of school, special educational needs coordinator and other senior leaders. The lead inspector also met with trustees, local governors, officers of the trust and a representative from the diocese.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, and history. For each deep dive, inspectors discussed the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work. They also discussed curriculum planning in a wider range of subjects.
- To evaluate the effectiveness of safeguarding, the inspectors reviewed the single central record. They also sampled case studies and documentation and spoke with a range of staff and pupils.
- Inspectors met with a range of staff and considered their views through the confidential online staff survey.
- Inspectors met with pupils, formally and informally, around the school, in lessons and at playtime. Inspectors met with some parents and carers at the start of the school day and took account of responses to the Ofsted Parent View survey.

### **Inspection team**

Mark Enser, lead inspector

His Majesty's Inspector

Luisa Gould

Ofsted Inspector

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