



Rushwick CE Primary School

**Post Ofsted Parents' Meeting
Date Wednesday 6th April 2022**

Welcome and Introductions

- Chair/Vice Chair of Governors,
- Deputy Head Teacher
- School Improvement on behalf of LA,
- Diocese of Worcester Education Team



The Purpose of the Meeting is to:

- discuss the recent Ofsted inspection;
- answer parents' and carers' questions received since the parent letter was recently sent out;
- share actions that have been taken already;
- share how parents will be kept informed of what is happening and how the school is improving;
- explain government expectations for a school in serious weaknesses.

The Ofsted Inspection

- On 8th and 9th February 2022 the school was inspected by an Ofsted inspection team as part of the inspection cycle.
- The school was judged to have serious weaknesses which means that the school was judged to be inadequate but has the capacity to improve.

Overall effectiveness

Inadequate

The quality of education

Requires improvement

Behaviour and attitudes

Good

Personal development

Requires improvement

Leadership and management

Inadequate

Early years provision

Good

Strengths

- ❖ Pupils enjoy attending Rushwick Church of England Primary School. They know and live the Rushwick motto of, 'Treat others the same way you want them to treat you.' Pupils know that people are all unique and different. They are respectful of each other. Bullying is not tolerated at the school. Staff deal with it properly if it happens.
- ❖ Pupils enjoy reading and many pupils read well.
- ❖ Leaders have high expectations of pupils' behaviour. Pupils are polite and courteous. They are well behaved in lessons and when moving around the school. Pupils know the school's golden rules: to be kind, helpful and honest.
- ❖ Leaders have made some improvements to the mathematics and phonics curriculums. For instance, leaders now prioritise reading, and books match the sounds that pupils are learning.
- ❖ Children in early years settle quickly into school life. Staff have high expectations of children and help them to achieve. Staff model early language and communication skills well. Leaders know what children should learn and when. They build on children's current knowledge and broaden their learning. Learning activities are carefully planned and well matched to children's nee

Strengths

- ❖ In classrooms, there are positive working relationships. Pupils with SEND benefit, both academically and personally, from working alongside their peers.
- ❖ Leaders have prioritised pupils' mental health and well-being following the disruptions caused by the COVID-19 pandemic. Pupils learn about resilience and know that it is important to keep trying.
- ❖ Staff know what to do if they have concerns about a pupil. They are aware of specific areas of concern, such as protecting pupils from sexual harassment and domestic abuse.

Additional Comments made by Inspection Team during verbal feedback to leaders, DBE and LA.

“There are very good teachers here who want to do well for the children and have high ambition for them.”

“Some weaknesses in the teaching of phonics although programme is well structured.”

“The school is doing the right things (e.g. high ambition and impact in some year-groups of new approach to maths) but have not implemented changes swiftly enough.”

Lead inspector described the practice in EYFS as, “..really impressive.”

“Lead inspector highlighted the strength of the embedded approach to reading across the curriculum.”



What does the school need to do to improve?

1. Arrangements for safeguarding are not effective. School systems for identifying risks are not robust enough. Leaders do not act soon enough to share information with the right people. Not all the required checks are carried out on adults who work in school. There are delays in reporting and recording accidents. Leaders should address these weaknesses in safeguarding with urgency.
2. Not all staff have a good enough understanding of how to teach early reading. This limits pupils' learning. Leaders should develop staff's subject knowledge so that they teach phonics and early reading more effectively.

What does the school need to do to improve?

(page 2)

3. There is variation in teachers' knowledge of how to teach mathematics well. This leads to inconsistency in how the mathematics curriculum is implemented across the school. Leaders should ensure that all teachers know how to teach mathematics well.
4. Reading provision for some pupils with SEND does not meet their needs. This means that these pupils do not get the help and support they require in order to make the best possible progress. Leaders should ensure that all pupils with SEND get the help and support they need to read well

Priorities for improvement Summary

1. To ensure all systems for **safeguarding** children are robust and that concerns are addressed swiftly.
2. Develop the knowledge of all staff so that the teaching of **early reading (phonics)** is effective and consistent.
3. To ensure that all teachers know how to teach **mathematics** in line with the newly introduced programme. Ensure the approach is implemented and consistent across the school.
4. To ensure that pupils with **SEND** are supported to make the best possible progress in **reading** they can. pupils make best possible progress

Questions from parents

- Thank you for attending and for raising questions.
- To make sure that we cover the questions in the time available they will be answered in the following slides. Some questions have been combined as they cover the same or similar issues.
- At the end of the session we will be available if you wish to speak to us individually as we will not be taking questions during the session.

What has been done to address the safeguarding concerns?

Seek to address concerns about:

- Are children in any immediate danger?
- What is being done about the recording of accidents?
- What checks are being done on staff?



Ofsted

- Maintained schools that have been issued with an academy order will not normally receive monitoring inspections. In the case of schools where serious safeguarding concerns have been identified Ofsted may, in some cases, conduct a section 8 inspection within 3-6 months

Worcestershire Local Authority (LA)

- Through the school improvement team with involvement and oversight of the Director for Education and Early Help, the LA will work closely with the school and provide external support as is necessary.
- A statement of action (SOA) is being written and when agreed it is an effective set of actions for improvement it will be sent to Ofsted for approval.
- This sets out the key steps the school needs to take for improvement, how this will be done and the **difference it will make for children in the school.**
- The SOA has to be approved by Ofsted.



What support is in place to address leadership priorities?

Seek to address concerns about:

- Deterioration since last inspection
- What the LA has done to support
- High enough expectations from leaders
- Monitoring of standards
- What the LA plans to do



Learning and teaching

- Seek to address concerns about:
- Quality of maths provision
- Quality of phonics and early reading
- Checks in KS1



Additional queries

- COVID catch up funding
- Enrichment of the curriculum – clubs and trips



Governance

- The current governing board remain in place.
- Support and training will be put in place.
- The Diocese in conjunction with the Local authority and the Regional Schools Commissioner will continue to support the school's conversion to become an academy.

Sponsored Academy

In March 2016, legislation came out from the Department for Education which stated that any school judged to have serious weaknesses or was in need of special measures would be subject to an academy order.



Sponsored Academy

The Regional School Commissioner (RSC) will ensure that the most suitable sponsor is found. The governors will work with the Department for Education (DfE), the Diocese and the Local Authority to ensure this is in the best interests of the school.

Once identified, the sponsor has a duty to communicate to parents information about their plans for improving the school, before it is converted into becoming an academy.

Sponsored Academy

- The timeline for sponsorship is dependent on the DfE and RSC.
- In the meantime, the school will continue to work hard to make the necessary improvements with on-going support and monitoring from the Local Authority.



Keeping parents informed

Parents will be kept up to date through:

- day-to-day contact with staff in school;
- parents are welcome to arrange meetings with school leaders;
- school's newsletter and website;
- termly communication from governors outlining developments and improvements;



Our commitment to your children...

Our School Vision

Our vision is to nurture a sense of awe and wonder and provide an excellent education which equips each child with the necessary skills to meet changes and challenges throughout their life. We nurture our children to be "courageous advocates". This means they champion causes which are special and meaningful to them. These may be global issues or matters far more personal and closer to home.

We do this by encouraging them to:

Learn from what came before. Be a change for good. Work hard. Be kind. Have a go. Ask questions. Share ideas. Try your best. Never give up. Aim high. Listen to advice. Be involved in school, national and global community issues. Make the most of new opportunities.