

# Ryvers Primary School

## Inspection report

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<b>Unique reference number</b>	109934
<b>Local authority</b>	Slough
<b>Inspection number</b>	378012
<b>Inspection dates</b>	22–23 February 2012
<b>Lead inspector</b>	Denise Morris

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	537
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Harry Duffy
<b>Headteacher</b>	Caroline Dulong
<b>Date of previous school inspection</b>	20–21 November 2008
<b>School address</b>	Trelawney Avenue Slough SL3 7TS
<b>Telephone number</b>	01753 544474
<b>Fax number</b>	01753 594064
<b>Email address</b>	office@ryvers.slough.sch.uk

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<b>Age group</b>	3–11
<b>Inspection date(s)</b>	22–23 February 2012
<b>Inspection number</b>	378012



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## Introduction

Inspection team

Denise Morris

Additional inspector

Bill James

Additional inspector

Andrew Lyons

Additional inspector

This inspection was carried out with two days' notice. Inspectors observed 21 lessons taught by 17 different teachers. Several lessons were observed jointly with senior managers. Meetings were held with members of the governing body, school leaders, staff and groups of pupils. Inspectors took account of the responses to the on-line questionnaire (Parent View) in planning the inspection. They observed the school's work, and looked at pupils' books, school planning documents and safeguarding information. Inspectors analysed 166 questionnaires from parents and carers, and questionnaires completed by pupils and staff.

## Information about the school

This much larger than average-sized primary school serves a culturally diverse area. About three quarters of the pupils are from minority ethnic groups, which is a higher proportion than average, and an above-average proportion speak English as an additional language. The proportion of pupils known to be eligible for free school meals is average. The proportion of disabled pupils and those with special educational needs is also average. However, more pupils than average have a statement of special educational needs. The school has specially resourced provision for eight pupils with autism spectrum disorders. The Early Years Foundation Stage comprises a Nursery and two Reception classes. The school meets the current floor standard standards, which set the minimum expectations for pupils' attainment and progress. Before- and after-school care is managed by the governing body. The headteacher has been in post for two years.

**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

<b>Overall effectiveness</b>	<b>2</b>
<b>Achievement of pupils</b>	<b>2</b>
<b>Quality of teaching</b>	<b>2</b>
<b>Behaviour and safety of pupils</b>	<b>2</b>
<b>Leadership and management</b>	<b>2</b>

## Key findings

- This is a good school where pupils achieve well and attainment is rising. High levels of staff training, strong collaboration with other local schools, the implementation of a new enriched curriculum, and a clear focus on the teaching of phonics (linking letters with the sounds they make) underpin the school's quality. The school is not outstanding because progress in writing for older pupils is not as strong as their progress in reading and mathematics.
- All groups of pupils achieve well during their time at the school, including disabled pupils and those with special educational needs, pupils in the specially resourced unit and the high proportion of pupils who speak English as an additional language. Pupils make good progress in learning, often from low starting points. Attainment is broadly average by Year 6.
- Teaching is good and typically extends pupils' learning well through searching questioning and challenging tasks. Occasionally, writing tasks do not match individual pupils' abilities, particularly in Years 3 to 6. Although pupils' writing skills are assessed regularly, the information collected is not used consistently in all classes. Consequently, pupils' progress in writing is slower than in reading and mathematics.
- Pupils behave well and say they feel safe and secure at school. Good relationships and a strong emphasis on promoting pupils' spiritual, moral, social and cultural development prepare pupils well for the next stage of their education.
- Leaders and managers, and the governing body, create a warm and welcoming ethos in which all pupils thrive. The good leadership of teaching and learning, and constant focus on staff training, have consolidated and improved upon pupils' achievement since the previous inspection. This, and the effective and regular checks on staff performance, has led to improvements in pupils' achievement.

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

- Improve the teaching of writing, and pupils' achievement in writing, by March 2013, by:
  - ensuring that teachers set tasks that match pupils' individual needs more precisely
  - making improved and consistent use of assessment information to plan pupils' next steps of learning and to provide a clearer view of each pupil's progress in writing
  - robustly monitoring the quality of planning and the progress of all groups in their writing activities.

## Main report

### Achievement of pupils

Pupils make good progress throughout the school to reach broadly average levels of attainment. Parents and carers agree that their children achieve well. Pupils make the best progress in reading and mathematics. In reading, their attainment is average by the end of Key Stage 1. By the time they leave the school at the end of Year 6, it is above average. The impact of the rigorous phonics programme is evident in pupils' rising attainment in reading across the school. Pupils enjoy reading. Older pupils confidently discuss the work of different authors they have read, describe different types of prose and talk knowledgeably about their favourite authors and the genre they enjoy the most.

Children's abilities on entry to the Nursery and Reception classes are often well below the levels expected for their age. Even though they achieve well in the Early Years Foundation Stage, attainment is still below average on entry to Year 1. Achievement is good throughout the school, including for disabled pupils and those with special educational needs, those in the specially resourced unit, and those who speak English as an additional language. The strong focus on language development helps gaps in communication and literacy to close rapidly.

Learning is typically good in the Nursery and Reception classes because the well-planned teaching helps children to make rapid progress in their personal skills and academic learning. Children explore resources for themselves and engage in imaginative play with their peers, making friends and improving their social and moral skills, guided well by all the adults. In Years 1 and 2, pupils continue to make good progress. This was illustrated by a mathematics lesson in Year 1, where pupils developed good levels of independent thinking as they used number lines accurately and confidently. About half of the class worked above the expected levels as they calculated addition problems, with numbers to 100, quickly and efficiently. Pupils in Years 3 to 6 make particularly good progress in reading and mathematics. This was clearly evident in a guided reading lesson in Year 4, where pupils showed high levels of confidence in tackling unfamiliar words and gathering information from text. The

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development of writing skills is good overall. For older pupils in particular, occasionally, tasks given are mismatched to ability, so that some are too difficult for the pupils to whom they are given, while some of the higher attaining pupils are not challenged by their tasks.

### **Quality of teaching**

Parents and carers who responded to the questionnaire agree that teaching is good. Good curricular planning in the Early Years Foundation Stage ensures that children's knowledge of sounds and letters improves rapidly through regular practice and exciting tasks. Teachers throughout the school have mostly high expectations of their pupils and this is reflected in the way that they offer individual support and encourage pupils to deepen their understanding through carefully focused questions. Teachers successfully engage pupils in learning through positive relationships, a lively curriculum and a supportive approach, so that pupils readily approach them for help, which helps to develop confidence and self-esteem. The vast majority of lessons move at a brisk pace and use resources well. Teaching assistants support learning effectively. In Year 4, for example, good support from the teaching assistant enabled pupils of different abilities to make good progress in reading. Astute prompting helped the lower attaining pupils to attempt unknown words and ensured their success. A strong focus on phonics teaching is helping to improve attainment in reading and writing, and skilful staff regularly help pupils to deepen their understanding so that they achieve well in all aspects of reading. Reading records across the school are carefully checked by staff to ensure that pupils read regularly at home and at school. In the specially resourced provision, teachers know pupils well and provide effective support to ensure that they achieve well.

For the vast majority of the time, teachers in each year group plan effectively together to ensure a consistent approach. The planned curriculum makes a strong impact on the promotion of pupils' spiritual, moral, social and cultural development, including through religious education, creative subjects and opportunities for being involved in discussions on moral and social issues. Just occasionally, lesson planning does not take account of all pupils' individual writing abilities. As a result, progress in these lessons dips and too little writing is completed. Marking is regular and helpful. For older pupils, it clearly indicates the levels they are aiming for and how to achieve them.

### **Behaviour and safety of pupils**

Pupils attend school regularly. They behave well in and around the school and are supportive of each other. They enjoy their learning and play well together at playtimes. Almost all pupils, including those in the Nursery and Reception classes and those in the area resource base, respond well to the schools' strategies to promote their good behaviour and safety, and the school's emphasis, through good pastoral care, on ensuring that all pupils have an equal chance to learn and to thrive. High levels of playground supervision have a positive impact on the calm atmosphere in the playground, and the warm relationships that support pupils' good spiritual, moral,

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social and cultural development. Pupils, parents and carers say that behaviour is good. 'The children at Ryvers come from a diverse range of backgrounds yet they are all taught the same values and good behaviour is encouraged,' said one, adding, 'The school deals with any issues effectively.' A very few parents suggest that learning can be disrupted by the behaviour of a small minority of pupils. Inspectors found behaviour to be consistently good and records showed that this reflects the behaviour of pupils over time.

Pupils say that they enjoy school and feel safe and secure. Almost all of the parents and carers who responded to the inspection questionnaires believe that their child is kept safe. The curriculum provides many opportunities for pupils to learn about safety. Pupils say that there is no bullying at school, whether through harassment, name-calling or racism, and that any unkind behaviour is quickly dealt with by staff. Inspection evidence found no evidence of bullying of any kind, including cyber-bullying or prejudiced-based bullying.

### **Leadership and management**

The headteacher and senior leaders including governors have successfully created a warm and welcoming environment in which pupils feel valued. Strong focus on staff and leadership training over the past two years has consolidated and strengthened the contribution of middle and senior leaders. This is having a positive impact on pupils' achievement. The school has a successful track record in dealing with the issues identified for improvement at the previous inspection. Consequently, pupils are now fully involved in setting and measuring their own targets. Pupils' achievements are tracked regularly, although the use of assessment data to plan improvements is in the early stages of development. These improvements have produced clear evidence that the vast majority of pupils make better than expected progress. These successes, along with the accurate self-evaluation and the sharp focus on well-chosen priorities for development, demonstrate the school's good capacity to improve the school further. Parents and carers agree with inspectors that the school is well led.

Leaders and managers have rigorously reviewed and enriched the curriculum. It now provides imaginative and creative opportunities for learning and to promote pupils' spiritual, moral, social and cultural development. A recent project on the forthcoming Olympic Games has led to some creative writing, creative art activities and an increased cultural knowledge. The curriculum for pupils in the special resource base ensures equal access to all opportunities and provides a broad range of tasks specific to the pupils' particular needs, promoting their good progress. Before-and after-school care is well run and provides good pastoral safe support for those who attend.

Judicious management of staff performance has led to collaborative working with local schools. This has increased expertise among staff, for instance in checking and moderating pupils' work. Within school, effective partnership work ensures that planning is consistent across year groups and that teachers support each other and share ideas. The school promotes equality well and tackles any discrimination

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rigorously through curriculum activities that are well designed to meet the needs of all groups fully and promote learning for all pupils, whatever their background or ability.

Safeguarding procedures meet statutory requirements. They ensure that pupils are safe and well cared for with no cause for concern.



## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all 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	46	46	8	0
Primary schools	8	47	40	5
Secondary schools	14	38	40	8
Special schools	28	48	20	4
Pupil referral units	15	50	29	5
All schools	11	46	38	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 August 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and 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 governors and 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:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
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.
Safety	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

**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.**



27 February 2012

Dear Pupils

### **Inspection of Ryvers Primary School, Slough SL3 7TS**

Thank you for the welcome you gave me when I inspected your school recently. It was lovely to meet and talk with you. You told me many things about your school, such as what you like doing and how well you are achieving. You also told me that the school keeps you safe and secure at school.

Your school provides you with a good education. There are many positive things in your school that leads to your good achievement and attitudes to learning. You behave well. You all benefit from the good teaching. It was very clear from our discussions, and from the answers to the questionnaires that I received from you and your parents and carers, that you are happy at school. However, sometimes, writing tasks are too easy for some pupils and too hard for others. This is particularly true in the classes for pupils in Years 3 to 6.

Your headteacher and the other managers want to make your school even better. To make the school even better, I have asked the school's leaders to make sure you are given writing tasks that are just right for your ability and that really make you think, so that you all achieve even better. I am also asking your teachers to make full use of the information they gather when they check your work, to plan your next steps.

You can help by continuing to work hard, and letting the teacher know if you think the work you are given is too easy, or too hard.

Yours sincerely

Denise Morris  
Lead inspector

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