

Beeston Rylands Junior School

Inspection report

Unique Reference Number	122540
Local Authority	Nottinghamshire
Inspection number	359269
Inspection dates	15–16 March 2011
Reporting inspector	Geof Timms

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

Type of school	Junior
School category	Community
Age range of pupils	7–11
Gender of pupils	Mixed
Number of pupils on the school roll	149
Appropriate authority	The governing body
Chair	Keith Wilshere
Headteacher	Kevin Briffett
Date of previous school inspection	16 June 2008
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Introduction

This inspection was carried out by two additional inspectors. They observed nine lessons taught by six teachers. They held meetings with groups of pupils, teaching and other staff, and members of the governing body. They observed the school's work, and scrutinised policies, minutes of meetings, planning, assessment information and 47 parental questionnaires.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- How the school has improved the progress made by average ability pupils.
- How well pupils use their information and communication technology skills to support learning in other subjects.
- What the school has done to improve boys' writing skills.
- How well the school's care, guidance and support have a positive impact on pupils' learning.

Information about the school

This is a smaller-than-average junior school. The vast majority of the pupils are from a White British heritage. A small number of pupils are from other backgrounds but few speak English as an additional language. The proportion of pupils with special educational needs and/or disabilities is below average.

The school has Healthy School and Investors in People status, and the Green Flag ECO award. It is accredited as an Olympic 2012 school in recognition of its work in physical education. It is also a leading school for its work on personal, social and emotional aspects of education.

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

Overall effectiveness: how good is the school?

3

The school's capacity for sustained improvement

3

Main findings

This is a satisfactory and rapidly improving school. A major strength of the school is the positive attitude of the staff towards evaluating its work, recognising weaknesses and working hard to improve them. The improvements made over the past two years, particularly in teaching, have led to higher attainment. This has been the result of effective leadership and management. The school has a satisfactory capacity to sustain this improvement in the future.

Pupils' achievement is satisfactory. During the inspection, good progress was evident in most lessons in response to consistently good teaching. The most recent test results were broadly average in English and mathematics, and a larger proportion of pupils reached the higher levels in reading, writing and mathematics at the end of Year 6 than had previously been the case. Attainment in boys writing has risen because staff have put a lot of work into making writing tasks more appropriate for them and devising imaginative ideas for inspiring their writing. Average ability pupils are making progress that is now in line with that of the most and least able pupils, and this is an improvement since the last inspection. Pupils with special educational needs and/or disabilities make progress in line with their classmates. However, the improvements in progress have not yet had a full impact on attainment and are still bedding in. This is particularly the case in Years 3 and 5, where the gaps in learning have been most noticeable and pupils most at risk of underachievement.

The overall pattern of rapidly improving achievement is partly due to the outstanding care, guidance and support that the school provides for all pupils, but especially those who are potentially most vulnerable. A tremendous effort is put into ensuring that personal, social and emotional development has a high profile throughout the curriculum. In addition a wide range of very effective interventions with small groups or on a one-to-one basis means that individual needs are extremely well catered for. The school seeks appropriate external expertise when needed. It provides, for example, counselling services which have clearly had a measurable impact on the learning of the pupils involved. Further excellent outcomes of this work are evident in the pupils' outstanding knowledge of how to keep themselves safe and healthy. They also make an excellent contribution to the school and wider community through high quality care for the environment, work with local residents and a range of responsibilities such as acting as peer mentors and play leaders.

Teachers have excellent relationships with their pupils and know their individual needs well. The good curriculum features a wide range of enrichment activities and the use of computers and other technology has improved, although the school is at an early stage of enabling pupils to use the skills learned in one subject to support their learning in another. Leadership and management are consistently good at all levels. The school works hard to involve parents and carers through a range of social activities. Although a recent

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mathematics evening proved very successful, the school has not been fully successful in engaging hard-to-reach parents and carers in their pupils' learning.

Up to 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

What does the school need to do to improve further?

- Raise attainment in English and mathematics by embedding recent improvements to the teaching and learning and so accelerating the progress of all pupils.
- Ensure pupils are provided with regular, planned opportunities to practise and consolidate their basic literacy and numeracy skills in other subjects.
- Seek to further engage all parents and carers in their children's learning.

Outcomes for individuals and groups of pupils

3

Although outcomes remain satisfactory they are improving rapidly, and this was evident from the work observed in lessons and pupils' books. Attainment in 2010 in English and mathematics rose and the current Year 6 are on track to repeat or even improve upon those results. However, especially in Years 3 and 5, some pupils are not attaining the expected levels. Attainment in writing have improved a lot due to the focus on successfully ensuring boys' skills are higher than they had been in the past. There are no significant differences in the achievement of any other groups of pupils.

Pupils' learning is improving because they behave well in lessons. They are largely attentive and interested in their work. Although they do not have sufficient opportunities to use all their key skills across different subjects, they use their speaking and listening skills effectively in a range of situations. Their attendance is above average. Pupils' spiritual, moral, and cultural development is good and their social development has some outstanding aspects due to the excellent work on care, guidance and support.

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These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account: Pupils' attainment ¹	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
The extent to which pupils feel safe	1
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	1
The extent to which pupils contribute to the school and wider community	1
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account: Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	2

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

How effective is the provision?

The quality of teaching and pupils' current learning are consistently good. Teaching skills have developed well since the last inspection. Well-focused staff training has supported the introduction of new ideas, methods and ways to accurately assess pupils' progress. In the best lessons work is well matched to pupils' prior learning and tasks set are challenging and imaginative. For example, some very good work on storytelling in Years 3 and 5 involved and interested all pupils and they made good progress in understanding traditional myths and tales. The teaching is based on a well-planned curriculum which ensures good coverage of all aspects and a good range of enrichment through clubs, visitors and residential activities.

The school makes exemplary provision for the pupils whose circumstances make them potentially most vulnerable, and for those whose learning may be affected by a range of issues. This work includes the provision of very well-focused and effective interventions, especially by the good quality teaching assistants, using the good resources of a quiet nurture room, and by excellent use of external expertise such as a counselling charity.

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These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	1

How effective are leadership and management?

The headteacher and senior leaders provide a firm focus on improvement and the ambition to raise attainment further. Since the last inspection a good number of improvements have been made. A good team system of subject leadership involves staff and members of the governing body, and is proving to be an effective use of expertise. Senior leaders have monitored improvements well through observing lessons and scrutinising planning and pupils' work, and this has resulted in improvements to teaching and learning. The introduction of a very effective tracking system for pupils in danger of slipping behind in their work has improved leaders' and teachers' understanding of the impact of their teaching, although this is very new and yet to have significant impact on outcomes. However, it is supporting satisfactory equality of opportunity. In addition, outcomes and the progress made are checked on a more regular basis. The governing body provides a good level of challenge and support for the school through a range of activities. Parents and carers agree that their children are safe at the school. Good safeguarding arrangements are supported particularly well by work carried out through the curriculum to promote pupils' emotional development and personal safety. The school has a good action plan to further improve its good community cohesion. Pupils are given an effective understanding of how others live in Africa, France and other contrasting parts of Nottingham.

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These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	3

Views of parents and carers

The parents and carers who returned questionnaires were very positive about the work of the school. All said that their children enjoy school, that the teaching is good and that they have been happy with their children's experience at the school. In addition a very large majority think the school is led and managed well.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Beeston Rylands Junior School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school. The inspection team received 47 completed questionnaires by the end of the on-site inspection. In total, there are 149 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	32	68	15	32	0	0	0	0
The school keeps my child safe	33	70	13	28	0	0	0	0
My school informs me about my child's progress	30	64	15	32	2	4	0	0
My child is making enough progress at this school	29	62	17	36	1	2	0	0
The teaching is good at this school	35	74	12	26	0	0	0	0
The school helps me to support my child's learning	29	62	15	32	2	4	0	0
The school helps my child to have a healthy lifestyle	28	60	17	36	2	4	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	30	64	15	32	1	2	0	0
The school meets my child's particular needs	25	53	19	40	1	2	0	0
The school deals effectively with unacceptable behaviour	25	53	20	43	1	2	0	0
The school takes account of my suggestions and concerns	24	51	19	40	0	0	0	0
The school is led and managed effectively	29	62	17	36	0	0	0	0
Overall, I am happy with my child's experience at this school	31	66	16	34	0	0	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

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	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2009 to 31 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

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

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on 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 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:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support.
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.

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.



17 March 2011

Dear Pupils

Inspection of Beeston Rylands Junior School, Nottingham, NG9 1LJ

Thank you for the help you gave us when we visited your school recently. We really enjoyed meeting you and especially the school council and ECO committee members who told me a lot about the school and how much they like being there.

Yours is a satisfactory school but it is improving rapidly all the time. The best thing about our visit was being able to see you learning so well. This is because of the good lessons your teachers are providing for you but also because you are well behaved and keen to do well. The school is especially effective in the way it provides you with excellent care, guidance and support. All of the adults care for you extremely well, but especially for those of you who have concerns or worries, or who find learning more difficult for various reasons.

Because of this high level of care you know how to keep yourselves very safe and healthy. You also make an excellent contribution to the school and local community through all the responsibilities you have and jobs you do.

However, the school can still help you to reach even higher standards in reading, writing and mathematics. We have asked the school to do three things to help your learning get even better in future.

Help you get better at reading, writing and mathematics by making sure you all make as much progress as you can, especially if you look as though you are falling behind.

Give you more opportunities to use your basic skills in different subjects.

Try to help more of your parents and carers become involved in your learning.

Thank you again for your help. Enjoy your time at Rylands and keep working hard!

Yours sincerely

Geof Timms

Lead inspector

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