

Ryhill Junior, Infant and Nursery School

Inspection report

Unique Reference Number	130972
Local Authority	Wakefield
Inspection number	360179
Inspection dates	30–31 March 2011
Reporting inspector	Brenda Clarke

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	197
Appropriate authority	The governing body
Chair	Mr Michael Fealy
Headteacher	Mrs Emma Jones
Date of previous school inspection	17 September 2007
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Introduction

This inspection was carried out by three additional inspectors. They observed 11 lessons, saw eight teachers and held meetings with groups of pupils, one member of the governing body and staff. Inspectors observed the school's work, and looked at documentation including safeguarding arrangements, pupils' books, lesson planning, plans for future development and the school's data. Questionnaires returned by staff and pupils, and the 80 returned by parents and carers were scrutinised.

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

- What is the children's attainment when they enter the Early Years Foundation Stage and how much progress do they make as they move through Key Stage 1.
- The effectiveness with which the school's strategies help to improve pupils' standards of attainment in writing and mathematics.
- The impact that recent changes in managers have had and the effectiveness of current leaders in driving and sustaining improvement.
- The depth with which pupils understand and appreciate communities different to their own.

Information about the school

The school is smaller than average in size. The great majority of pupils are White British and very few speak English as an additional language. The proportion of pupils who are known to be eligible for free school meals is above average. The proportion of pupils with special educational needs and/or disabilities is similar to that normally found. The school has received the Activemark, Eco silver award, and has gained Healthy Schools status.

There have been considerable changes in senior leadership, staffing and governance since the previous inspection. The headteacher was appointed in September 2008 and a new deputy headteacher in September 2009.

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?

2

The school's capacity for sustained improvement

2

Main findings

This is a good school with a number of significant strengths. Parents and carers particularly appreciate the very caring environment and they say that all staff are friendly and approachable. This, together with the outstanding care, guidance and support that pupils receive, ensures that the overwhelming majority are happy, confident and feel very safe. Pupils' behaviour is exemplary and they have a good understanding of healthy lifestyles. They especially appreciate the good curriculum, recently developed to encompass pupils' interests, that adds excitement to their learning.

Achievement is good. Most children enter the Nursery Year with skills below those expected for their age. They make good progress so that by the end of Year 6, pupils' attainment is average. Since the previous inspection, the school has concentrated appropriately on developing pupils' reading comprehension and awareness of letter sounds. This has been effective, enabling most pupils to make accelerated progress to attain above average standards in reading by the end of Year 6. Pupils have also moved from below to average standards in writing over time, but opportunities are missed for more-able pupils to work at the higher levels and to add structure and flair to their writing. Pupils do not achieve as well in mathematics. From nursery onwards, opportunities are missed for pupils to develop and reinforce their skills in calculation and problem-solving.

Teaching is good and contributes significantly to pupils' good progress. Teachers use an extensive range of learning styles and have good questioning skills that challenge pupils to think deeply about their learning. Teachers' very effective behaviour management skills ensure that lessons run smoothly and that no time is wasted. In the good lessons observed, teachers' good use of earlier assessments ensured that pupils developed new skills systematically. In other lessons, teachers did not use assessments effectively enough to plan work that closely matched pupils' differing academic needs. Opportunities were missed for more-able pupils to receive additional challenge in their learning.

The headteacher gives a strong steer to the school and has developed a willing, cohesive team. Staff changes have been managed effectively to ensure that the headteacher is well supported by an energetic leadership team, who bring a range of complementary skills and expertise. Rigorous monitoring of pupils' progress has been instrumental in making teachers more accountable and has resulted in more pupils making better than expected progress. New initiatives have been carefully managed, using a range of professionals to develop staff expertise. The good impact of this can be seen in pupils' accelerated progress and above average attainment in reading. Since the previous inspection, the governing body has changed its committee structure and sought training to develop governors' expertise. The governing body is now well organised, routinely monitors provision, and gives good support and challenge. These factors give the school a good capacity to improve further.

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What does the school need to do to improve further?

- Raise pupils' standards further in writing and mathematics by:
 - providing more opportunities for pupils to write extensively and for a variety of purposes
 - ensuring a consistent approach to the teaching of mathematics
 - further developing the monitoring and evaluation of teaching and learning to gauge more accurately the pace and scope of pupils' learning in lessons
 - providing more opportunities for pupils to apply their numeracy skills in other curriculum areas
 - providing more opportunities for children in the Early Years Foundation Stage to apply and consolidate their numeracy skills when working independently.
- Strengthen systems for the use of assessment to support learning by:
 - ensuring that all teachers use assessment information to plan work that closely matches pupils' differing abilities and provides additional challenge for more- able pupils
 - ensuring that teachers' marking consistently informs pupils of their next steps in learning and of how well they are doing over time.

Outcomes for individuals and groups of pupils

2

Pupils are very enthusiastic learners, listen attentively and persevere well in lessons. Their outstanding behaviour ensures that lessons run very smoothly. Pupils enjoy working in groups and cooperate well with partners. They develop confidence as speakers and many raise their hands to answer teachers' questions. Overall progress is good, but it has been uneven in the past because of inconsistencies in the quality of teaching and significant levels of staff absence. This has especially been the case in Key Stage 1 and the early part of Key Stage 2. Effective actions to accelerate progress, including strengthening the staff team and developing a range of suitable interventions, have ensured that most pupils are now back on track and making good progress. This goes some way to explaining why standards, while rising, are currently average rather than above average. More-able pupils sometimes make satisfactory rather than good progress because they have limited opportunities to develop higher-order learning skills, especially in writing. The school has recently introduced strategies to address boys' lack of enthusiasm as writers by developing opportunities for active learning, for example, acting as robots in role play. These are proving effective and boys' attainment is now similar to that of girls. In mathematics, pupils experience difficulty when solving multi-part problems because they lack instant recall of number facts. Pupils with special educational needs and/or disabilities make good progress due to the carefully targeted support they receive.

Pupils' obvious enjoyment of school results in their above average attendance. Through regular philosophy sessions, pupils learn to reflect deeply and consider others' viewpoints. They understand the consequences of their actions and have a good understanding of right and wrong. Pupils support each other and show empathy for those less fortunate. They adopt healthy lifestyles and enjoy the satisfactory range of sporting clubs. Pupils willingly take on additional responsibilities as nursery buddies, play leaders or school

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councillors. They develop good information and communication technology skills which they use well for research and when using the school's impressive virtual learning system. Pupils play an active part in the local community, for example, helping on a local allotment, but have limited experience of other cultures and ways of life to prepare them for life in a multicultural society.

These are the grades for pupils' outcomes

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

Outstanding relationships ensure a very good ethos for learning in which pupils thrive. Teachers make lessons fun by using a good range of learning styles, such as group discussion or a whole-class number games to grab pupils' attention. Well-briefed, knowledgeable teaching assistants are used effectively to target and support pupils whose circumstances make them vulnerable. This contributes to pupils' good achievement. Teachers ensure that pupils know the purpose of the lesson and that they are clear about the task. This enables pupils to attack their work confidently and no time is wasted. However, in around half of lessons observed, assessments were not used consistently well to enable more-able pupils to acquire the skills required to attain a higher level in their learning. Teachers' marking does not always tell pupils what they need to do to improve their work. Consequently pupils' responses to the questionnaires indicated that 25% of pupils were unsure of how well they were doing.

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The recently introduced curriculum is well organised and carefully planned to ensure good cross-curricular links between subjects. This adds relevance and dovetails learning, enabling pupils to develop new knowledge in a joined-up way. The curriculum meets the needs of pupils well, promotes considerable enjoyment and is firing pupils' enthusiasm for learning. In mathematics, across the school pupils have limited scope to practise their calculation skills when solving number problems and opportunities are missed for pupils to apply skills taught in mathematics to other curriculum areas. A programme of personal development, together with weekly philosophy lessons, contributes significantly to pupils' good personal development. Effective intervention strategies, such as reading recovery, enable vulnerable pupils to catch up and achieve well.

An overwhelming majority of parents and carers are pleased with the school's well-organised provision to care for and support pupils' well-being. The daily breakfast club is well attended and much appreciated by attendees. The learning mentor has an outstanding impact on removing barriers to learning and is instrumental in ensuring above average attendance. Outstanding transition arrangements enable pupils to transfer confidently to their next stage of education. Other professionals are used effectively to support pupils with specific needs and to train staff in administering treatment and individual pupil programmes.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	3
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?

Leaders are firmly focused on improving pupils' standards and achievement further and have successfully developed a whole-staff approach to new initiatives. Middle managers say they are supported well and receive additional training to develop professionally. Perceptive monitoring and evaluation of provision has enabled senior leaders to identify and plan the right priorities for future development. However, the monitoring and evaluation of teaching and learning does not always focus rigorously on the quality of learning for different groups of pupils in lessons. This goes some way to explaining why more-able pupils are not consistently challenged in their learning. The governing body has developed its role well since the previous inspection, providing a range of skills that complement the school and offer good support and challenge.

Safeguarding, including safe recruitment and child protection, is given high priority and all requirements are fully met. Good partnerships with other schools and agencies contribute significantly to the school's provision. For example, secondary school colleagues provide good opportunities for pupils to develop creatively through dance and music. The virtual learning environment programme enables productive dialogue between home and school,

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and provides good opportunities for parents and carers to be involved in their children's learning. The school works diligently to ensure equal opportunities so that all pupils are included and their differing personal needs met. Leaders and managers are well aware that more-able pupils need to make better progress, and systematic tracking is making teachers more accountable for the pupils in their care. Community cohesion is promoted well overall. The school has identified that pupils need to learn more about cultural diversity and has already made positive links with another school to address this issue.

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	3
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	2
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	2

Early Years Foundation Stage

Over the last three years, children's skills on entry to the nursery have mostly been below those typically expected, especially in personal development, language and communication, and early numeracy. Children make good progress as they move through the Early Years Foundation Stage so that at the end of the Reception Year most attain the skills expected for their age in many aspects of their learning, but their skills are still below expectations in the key area of writing. The effective introduction of a new programme for learning the sounds that letters make, together with well-organised guided reading sessions, has had a significant impact on children's skills, so that most are now attaining, and many exceeding, age-related expectations in reading and writing. Sensitive care, together with vigilant attention to children's welfare, ensures that children are happy and really enjoy their time in the Nursery and Reception classes.

All adults are excellent role models so that children are polite, listen carefully and get on well together. This contributes significantly to the good progress they make in their personal development. The good curriculum enriched by visits to interesting places, such as a local farm. There is a good mix of adult-led and child-initiated activity, but children

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have limited opportunities to reinforce their mathematical learning through planned and self-initiated activities both in the classroom and outdoors.

Leadership is good. Outstanding arrangements for entry give children a smooth introduction into both the Nursery and Reception classes. The arrangements also support parents and carers very effectively, enabling them to be involved in their children's learning before and during children's time in the Early Years Foundation Stage.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

A vast majority of parents and carers are very positive about the way their children are educated. Almost all agree that their children enjoy school, that their needs are met and that they make enough progress. They indicate that teaching is good and that children have healthy lifestyles. Very few parents and carers expressed concerns, indicating high levels of satisfaction with the school's provision.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Ryhill Junior, Infant and Nursery 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 80 completed questionnaires by the end of the on-site inspection. In total, there are 197 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	48	60	29	36	2	3	0	0
The school keeps my child safe	52	65	25	31	3	4	0	0
My school informs me about my child's progress	32	40	45	56	3	4	0	0
My child is making enough progress at this school	37	46	37	46	4	5	0	0
The teaching is good at this school	38	48	39	49	1	1	0	0
The school helps me to support my child's learning	40	50	39	49	1	1	0	0
The school helps my child to have a healthy lifestyle	31	39	47	59	1	1	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)	31	39	42	53	2	3	0	0
The school meets my child's particular needs	35	44	40	50	1	1	0	0
The school deals effectively with unacceptable behaviour	33	41	41	51	5	6	0	0
The school takes account of my suggestions and concerns	33	41	43	54	3	4	0	0
The school is led and managed effectively	44	55	32	40	3	4	0	0
Overall, I am happy with my child's experience at this school	43	54	35	44	2	3	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.



4 April 2011

Dear Pupils

Inspection of Ryhill Junior, Infant and Nursery School, Wakefield, WF4 2AD

I would like to thank you for welcoming the team when we inspected your school. Everyone was so friendly, helpful and polite and keen to talk to us. You spoke so clearly and confidently in lessons and in the interesting meetings we held with you. The vast majority of you obviously enjoy school.

We found that most things about your school are good. Yours is a very happy and safe school. Your behaviour is excellent and you show great care and concern for others. Well done! You work hard in lessons and make good progress. Your school takes outstanding care of you and supports you really well when problems occur.

I have asked your headteacher, other staff and the governing body to do two things to make your school even better for you:

- to make sure that your attainment in writing and mathematics is as good as that in reading
- to make sure that teachers always use their assessment information correctly to set work that is just right for you.

We know that you will do your best to help. Thank you once again for two very enjoyable days in your school and very best wishes for the future.

Yours sincerely

Brenda Clarke

Lead inspector

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