

Rhyl Primary School

Inspection report

Unique Reference Number	100021
Local Authority	Camden
Inspection number	354789
Inspection dates	13–14 July 2011
Reporting inspector	Barbara Firth

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	428
Appropriate authority	The governing body
Chair	Helene Reardon-Bond
Headteacher	Christina Oki
Date of previous school inspection	3 July 2008
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Introduction

This inspection was carried out by four additional inspectors. The inspectors visited 21 lessons and observed 17 teachers. Meetings were held with senior staff, two groups of pupils and the Chair of the Governing Body. Inspectors observed the school's work, and looked at school improvement plans, reports from the School Improvement Partner, policies, in particular, regarding behaviour, attendance and the safeguarding of pupils, minutes of the governing body meetings, and assessment information that tracked pupils' progress. Questionnaires from pupils, staff and 126 parents and carers were received and analysed.

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

- The extent to which all groups of pupils make progress across the school, especially in mathematics.
- The current levels of attainment in Key Stage 1 and Key Stage 2.
- The extent to which the school has improved the quality of teaching and whether the inconsistencies identified at the last inspection have been addressed.
- The effectiveness of leaders at all levels, including middle leaders and the governing body, in identifying and addressing weaknesses in the school and holding teachers to account for the progress of their pupils.
- The behaviour of the pupils both in the classroom and around the school.

Information about the school

Rhyl is a larger than the average-sized primary school. The proportion of pupils known to be eligible for free school meals is well above the national average. The number of pupils identified as having special educational needs and/or disabilities is below the national average. The number of pupils with a statement of special educational needs is above the national average; the large majority have speech and language difficulties and are supported through the Language Resource Base. A very large majority of pupils come from minority ethnic heritages, especially Bangladeshi and Somali backgrounds, and speak English as an additional language. Children in the Early Years Foundation Stage are taught in two Nursery and two Reception classes. The school has achieved Healthy Schools status and Sing Up awards.

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

2

Main findings

Rhyl Primary is a satisfactory and improving school. There are many good aspects, including an effective curriculum and high-quality care. These good aspects of the school's work, together with good leadership and management, ensure pupils develop well as individuals. They are key factors in ensuring that pupils feel safe, are well cared for and thrive in their personal development. Parents and carers strongly agree. One parent said, 'I have full confidence in the firm but gentle way that the headteacher resolves any difficulties -I value the school's warm and friendly atmosphere which means my child is happy to be there.' Throughout the school, pupils benefit from good relationships with staff and their behaviour is good in lessons and at play, where they show considerable support for one another regardless of age, gender or ethnicity. Due to the relentless efforts of the school, attendance is now broadly average.

Attainment at the end of Key Stage 2 in English and mathematics has risen due to the school's recent focus on these areas and is now broadly average. The proportion of pupils achieving the higher Level 5 at the end of Key Stage 2 is now broadly in line with the national average. However, pupils do not make consistently good progress across all year groups and classes, although progress accelerates towards the end of Key Stage 2. Although children make good progress across Nursery and Reception from low starting points, overall effectiveness in the Early Years Foundation Stage is satisfactory.

While teaching is satisfactory overall, it is good in an increasing number of lessons and classes throughout the school. This is because leaders have focused successfully on improving the quality of teaching to ensure that all pupils make at least satisfactory progress. However, inconsistencies in the quality of teaching remain, and as a result, pupils' progress is better in some lessons and classes than others. When teachers actively involve pupils in their learning from the beginning of the lesson, the pace is good and ensures that pupils stay on task and make good progress. However, in some lessons, teachers take too long introducing the lesson, and, as a result, the pace slows and pupils' contribution to their own learning is less well developed. While day-to-day assessment is effective in some classes, pupils often do not know their targets and marking is not always consistently used well to inform pupils of their next steps in their learning. As a consequence, this limits their ability to take responsibility for their learning.

Pupils enjoy the rich and varied activities provided by the school which are supplemented very well by a wide range of popular extra-curricular activities. The school has been successful in achieving Healthy Schools status, and pupils have a good understanding of what it means to be healthy and how to keep themselves safe. Pupils' spiritual, moral and social development is good. They get on well together, share common values and are well aware of the diversity of the wider community.

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The school is solidly focused on improving learning and there is a strong, shared commitment to raising attainment for all pupils. Leaders at all levels are involved in increasingly focused and formal self-evaluation, although this is less well developed in the Early Years Foundation Stage. Senior leaders and the governing body have a clear and accurate understanding of the school's effectiveness and are instrumental in driving forward improvement and, as a result, the school has improved in key areas, such as attainment and behaviour, since the last inspection. This, together with their effective action to tackle previous underachievement, means that the school now has a good capacity for sustained improvement.

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 at the end of Key Stage 1 and Key Stage 2, by:
 - ensuring that all groups of pupils make consistently good progress in English and mathematics in all year groups
 - providing pupils with appropriate learning targets and consistently good-quality feedback with opportunities for pupils to respond in order to achieve the next steps in their learning.
- Ensure that teaching is consistently good through maintaining a good pace of learning throughout all lessons with an appropriate balance between teachers' input and pupils' active involvement in their learning.
- Improve the leadership and management of the Early Years Foundation Stage, by:
 - ensuring effective monitoring of provision
 - implementing consistently effective self-evaluation to ensure that areas of weakness are identified and addressed.

Outcomes for individuals and groups of pupils

3

Children enter Nursery with skills and knowledge below the levels typical for children of this age. They make good progress overall across the Early Years Foundation Stage and enter Key Stage 1 with skills broadly in line with the national average. In discussions with inspectors, one pupil said, 'School can be fun and serious at the same time.' This reflects the common view among pupils. They enjoy coming to school and are proud of it, and most work with sustained concentration. Over time, progress across Key Stage 1 and 2 is satisfactory and results in pupils' attainment at the end of Key Stage 2 for most pupils, including those from minority ethnic heritages, being broadly average. Pupils with learning difficulties and/or disabilities, including the pupils supported by the Language Resource Base, make satisfactory progress. Progress is also satisfactory for pupils with English as an additional language, in particular pupils with Bangladeshi and Somali heritage.

Pupils develop their speaking and listening skills well and welcome the opportunities to discuss their learning in lessons with a 'talk partner' and share ideas. This, in addition to contributing much to their social development, promotes effectively the use of language. Pupils develop their reading skills well, and make good progress because of the well-

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targeted additional support. They develop their writing skills in English and investigation skills in mathematics and science, and are more confident in undertaking these activities. As a result, attainment is rising.

Pupils feel safe and are aware of safety issues, including that of e-safety. They are keen to take responsibility, including being members of the school council and 'peer mediators'. The school has achieved the Sing Up award and pupils take part in local events, for example singing in the school choir at various functions. Pupils also successfully raise funds for national and international charities. Attendance is rising and is now similar to the national average despite the persistence of some families taking their children out of school during term time. Pupils demonstrated that they have high aspirations for their future and the school ensures that pupils are well prepared for the next stage of their education through good transition arrangements. Focus weeks on 'finance' and topics within the curriculum covering budget management and careers and salaries contribute well to their future economic well-being. Pupils from a wide range of ethnic and cultural heritages get on well together. They are polite to their peers and adults alike, know and respect the school rules, and have an appropriate understanding of right and wrong. They have a good knowledge of other faiths and cultures, and celebrate a variety of religious festivals, including Eid, Dwali and Christmas.

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	2
Pupils' behaviour	2
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	3
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

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How effective is the provision?

The good relationships between adults and pupils, teachers' secure subject knowledge and good use of new technology support learning well and ensure that pupils make satisfactory progress. In lessons, teachers share with pupils the learning objective and provide clear explanations. However pupils do not always know what they have to do to make progress in the lesson. When teachers actively involve pupils in their learning, for example through talk partners and group work, the pace is good and ensures that pupils stay on task and make progress. However, in some lessons, teachers take too long introducing the lesson, the pace slows and pupils' contribution to their own learning is less well developed. Teaching assistants in these lessons are less effectively deployed, which hinders the progress of less-able pupils. Where lessons are good and well planned, pupils with a statement of special educational needs and, in particular, those with speech and language difficulties, are supported effectively in class through work that is matched closely to their learning. In many lessons, teachers use assessment information well to plan work that challenges most groups effectively but this is not consistently applied. Consequently, the match of pupils' work to pupils' ability is not always precise enough to ensure consistently good progress. While day-to-day assessment, including marking, is effective in some classes, pupils are not always aware of their targets or the next steps to take in their learning, or given the opportunity to respond to the teacher's comments. As a result, this limits their ability to take responsibility for their learning and make consistently good progress.

The curriculum provides effective opportunities for learning, with a clear focus on developing pupils' skills, knowledge and understanding of basic literacy, numeracy, and information and communication technology. For example, in geography, pupils had drawn graphs to show rainfall levels and in history completed an extended piece of writing about Queen Boudicca. The planned themed weeks, for example focusing on 'Finance', further enhances pupils' basic skill development and adds enjoyment to the curriculum. The curriculum is enriched by its extensive music opportunities, and there is a good range of extra-curricular activities and educational visits for which there is a high take-up.

The school provides a nurturing learning environment where pupils with additional needs and the pupils who are in circumstances that make them more vulnerable are supported well by skilled school-based staff including the learning mentor and the use of external expertise. Pupils whose circumstances make them more vulnerable are integrated well into the school, including the pupils in the Language Resource Base. Intervention schemes, such as an intensive phonics (letters and sounds) programme, are used effectively to ensure these pupils can access the curriculum. Transition arrangements are successful for the induction into school and in preparing pupils for their move to secondary education. Attendance is monitored systematically and the school works tirelessly to promote good attendance with any absence being followed up quickly.

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These are the grades for the quality of provision

The quality of teaching	3
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	2

How effective are leadership and management?

The headteacher has good vision, high aspirations and knows the school well. She is supported well by senior and middle leaders and is successfully leading the school forward and driving through improvements. Middle leaders are developing well into their roles and support improvements. Structures have been put in place to enable the leadership team to monitor and rigorously analyse the work of the school. Staff are challenged when there is underperformance and, as a result, pupils' progress is accelerating and attainment is rising as the quality of teaching continues to improve.

The school is inclusive and there are good systems in place to promote equality, and the staff and the governing body ensure that discrimination in any form is not tolerated. The governing body reflects seriously on its roles and responsibilities, and is informed well about the needs of families and the local community, and engages and involves them in the life of the school. It increasingly holds the school to account, sets challenging targets and monitors the work of the school closely. The governing body ensures that safeguarding and child protection procedures are good and implemented rigorously, and monitors the effectiveness of equal opportunity policies. However, in view of the satisfactory outcomes for pupils, equality of opportunity and the school's value for money are currently satisfactory.

The governing body, including an active group of parent governors and staff, has done much to promote the school locally and it makes a good contribution to community cohesion. Parents and carers are increasingly more involved in the school and their views are valued. The school provides a range of well-attended opportunities, to both develop parents' and carers' skills in how best to support their child's learning at home and to develop their own skills and knowledge. Numerous agencies, including a successful partnership with other local schools, play an important role in supporting pupils' development.

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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

Early Years Foundation Stage

Many children lack the basic social and emotional and language skills to access learning when they enter Nursery. The highly structured phonics (letters and sounds) programme delivered by a specialist additional phonics teacher and the bilingual staff contributes well to the progress that children make in their learning. The Nursery and Reception team work well together having joint planning sessions to share progress and develop daily and weekly plans to ensure that provision reflects children's needs. In the best sessions, children are encouraged to develop good working habits through independent activities. However, this is not consistent and sometimes adults intervene too rapidly.

Good partnership with parents and carers contributes well to the children's progress in learning. A range of well-attended workshops support parents and carers in understanding about how their children learn, including ones about reading and phonics. Parents and carers are happy with the care and provision, and are well informed about their child's progress through the electronic profile and through both formal and informal parents' and carers' meetings. One parent said, 'Staff are very accommodating and approachable - this is very comforting.'

Children generally play well together, support each other, make friends and tolerate difference. They feel safe indoors but less so outside where the behaviour of a few children is only satisfactory. Children are encouraged to eat healthily and fruit and water is available. There is a good balance between activities led by adults and those initiated by children, and the Nursery use the outdoor space well. However, building constraints make the outdoor area less accessible for children in one Reception class. The acting Early Years Foundation Stage leader has been in post for one year and has not had time to fully identify strengths and weaknesses and consistently monitor provision throughout the setting.

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These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	3
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	3

Views of parents and carers

Approximately 30% of parents and carers returned questionnaires, which is about an average return rate, although not all completed each question. A very large majority said that their children enjoyed school, that the teaching was good and that they were happy with their children's experience at school. Most parents and carers felt that the school was effectively managed and led. A few considered that the school did not deal effectively with unacceptable behaviour. Evidence during the inspection found that pupils' behaviour was good both around the school and in lessons, and that the school has effective procedures to deal with any unacceptable behaviour that may occur.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Rhyl Primary 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 126 completed questionnaires by the end of the on-site inspection. In total, there are 428 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	60	48	59	47	5	4	0	0
The school keeps my child safe	68	54	49	39	5	4	3	2
My school informs me about my child's progress	58	46	58	46	5	4	3	2
My child is making enough progress at this school	44	35	72	57	7	6	3	2
The teaching is good at this school	56	44	62	49	3	2	4	3
The school helps me to support my child's learning	49	39	64	51	5	4	6	5
The school helps my child to have a healthy lifestyle	47	37	69	55	6	5	3	2
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)	43	34	70	56	6	5	3	2
The school meets my child's particular needs	40	32	71	56	10	8	3	2
The school deals effectively with unacceptable behaviour	49	39	60	48	12	10	3	2
The school takes account of my suggestions and concerns	35	28	71	56	13	10	2	2
The school is led and managed effectively	43	34	65	52	8	6	2	2
Overall, I am happy with my child's experience at this school	48	38	68	54	6	5	3	2

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	46	48	6	0
Primary schools	6	47	40	7
Secondary schools	12	39	38	11
Sixth forms	13	42	41	3
Special schools	28	49	19	4
Pupil referral units	14	45	31	10
All schools	10	46	37	7

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 2010 to 31 December 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 2010/11 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.



16 July 2011

Dear Pupils

Inspection of Rhyl Primary School, London NW5 3HB The inspection team thoroughly enjoyed visiting your school and we would like to thank you all for your friendly welcome. We found that your school has improved and that you are now doing better in English and mathematics. This is because teaching is improving and many more of your lessons are helping you to learn quickly. Our main finding is that your school provides you with a satisfactory education, but it also has some good features.

- Everyone at the school, including you and your parents and carers, works well together.
- You work hard in lessons, behave well and are happy at school. You have a good understanding of how to keep safe and healthy, and you take part in lots of sports and activities. Well done!
- There are lots of interesting activities after school for you to enjoy and you contribute well to your local community, especially through your singing!

Your teachers are always looking for ways in which they can help you to learn and achieve more. We have asked the school to do three things to help make it even better.

- Some of you are not doing as well as you should in English and mathematics, so we have asked the school to help you improve in these subjects.
- To help you to perform even better, the teachers are asked to make sure that you know your targets and that, when they mark your work, you know how to improve further, and to give you time to read and respond to any comments.
- To make sure that the teacher in charge of the Nursery and Reception checks on the work of those classes so that they know what is working well and what needs to be improved.

We wish you well for the future.

Yours sincerely

Barbara Firth
Lead inspector

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