

Rydon Primary School

Inspection report

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|--------------------------------|----------------|
| Unique reference number | 137528 |
| Local authority | Not applicable |
| Inspection number | 397460 |
| Inspection dates | 30–31 May 2012 |
| Lead inspector | Keith Sadler |

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

| | |
|--|---|
| Type of school | Academy converter |
| School category | Non-maintained |
| Age range of pupils | 4–11 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 440 |
| Appropriate authority | The governing body |
| Chair | Jason Day |
| Headteacher | Sally Maunder |
| Date of previous school inspection | Not previously inspected |
| School address | Rydon Road Kingsteignton Newton Abbot TQ12 3LP |
| Telephone number | 01626 356420 |
| Fax number | 01626 334278 |
| Email address | admin@rydon.devon.sch.uk |

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|---------------------------|----------------|
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Introduction

Inspection team

| | |
|--------------|----------------------|
| Keith Sadler | Additional Inspector |
| Linda Rowley | Additional Inspector |
| David Hogg | Additional Inspector |

This inspection was carried out with two days' notice. The inspectors observed 30 lessons led by 16 different teachers or practitioners. They held meetings with members of the governing body, staff, parents and carers, and groups of pupils. Inspectors took account of the responses to the on-line questionnaire (Parent View) in planning the inspection, observed the school's work and looked at a wide range of documentation. This included: the school's analysis of pupils' progress; teachers' lesson plans; school development plan; leaders' monitoring records; and pupils' work. The 163 questionnaires completed by parents and carers, together with others from staff and pupils, were analysed and their responses taken into account.

Information about the school

Rydon is an over-subscribed primary school that is much larger than average. It converted to academy status in October 2011 and is part of the Templer Academy Schools Trust. The Trust also includes Teign Secondary School, Kingsteignton and Coombeshead Academy, Newton Abbot.

Almost all the pupils are of White British heritage and the proportion known to be eligible for free school meals is well below average. The proportion of disabled pupils and those who have special educational needs, including those supported by school action plus or with statements of special educational needs, is average. The school meets the current government floor standard, which sets the minimum expectations for pupils' attainment and progress.

The school provides breakfast and after-school care. This is not managed by the governing body and is therefore not included in this inspection.

The school has gained a number of national awards including the Artsmark (Silver) and the ICT award for the effective promotion of information and communication technology.

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 | 2 |
| Achievement of pupils | 2 |
| Quality of teaching | 2 |
| Behaviour and safety of pupils | 2 |
| Leadership and management | 2 |

Key findings

- Rydon is a good school. Pupils achieve well due to teaching that is consistently good. Even though there are some aspects of leadership that are excellent, the school is not yet outstanding because not enough teaching is of outstanding quality.
- Pupils achieve well in both their personal and academic development. Children achieve well in the Reception year, although progress in literacy skills is not so rapid because the teaching of letters and sounds is not sufficiently systematic. Progress is good in reading, writing and mathematics in Years 1 to 6 so that by the time pupils leave the school, attainment is significantly above average.
- There are many strengths in the quality of teaching, which is consistently good and sometimes outstanding. Teachers manage pupils well and they provide interesting activities that are usually challenging for all groups of pupils. This has a positive impact on pupils' academic and personal development. Even so, there are inconsistencies. Marking is thorough and supportive, although in some classes there is a variation in the setting of targets, particularly in mathematics. In addition, on occasion teachers do not give enough opportunity for pupils to contribute during lesson introductions.
- Behaviour is good in lessons because there is a positive and purposeful atmosphere in all classes. Pupils enjoy learning, say that they feel safe in school and there is little bullying. They talk positively about how they get on well together. Attendance has improved and is now above average.
- There are outstanding qualities to the leadership and management of senior staff. The management of performance is good with teaching and learning being closely monitored. This gives rise to a well-conceived programme of professional development. Middle managers carry out their responsibilities well and the governing body provides a good balance between challenge and support for the school.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

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What does the school need to do to improve further?

- By January 2013, lift the quality of teaching and learning from good to outstanding by:
 - removing inconsistencies in the provision of future guidance and targets when marking pupils' work, particularly in mathematics
 - ensuring that the teaching of letters and sounds in the Reception year is more closely matched to children's abilities and needs
 - giving pupils more opportunities to contribute to discussions when lessons are introduced.

Main report

Achievement of pupils

Children enter the Reception classes with skills that are at expected levels. They thrive in their personal and social development. This is because the staff create a caring and positive atmosphere in which they soon become confident and secure. Achievement is good in most areas. However, in communication, language and literacy, progress is satisfactory. This is because the teaching of letters and sounds (phonics) is not sufficiently consistent across the year group. As a result, children's reading and writing skills are only average on entering Year 1, whereas in other areas attainment is above average.

Almost all parents and carers said that their children make good progress. All groups of pupils achieve well. For example, there are no significant differences in the progress made by boys and girls or those known to be eligible for free school meals. Senior staff have secured improvements in teaching that have led to progress that is accelerated in both English and mathematics. This has resulted in pupils achieving well with attainment at the end of Year 6 being significantly above average. The progress of more-able pupils is particularly strong due to the good levels of challenge that are provided in most lessons. Lesson observations confirm the school's data that the current Year 6 pupils are on course to continue to attain above average standards in both English and mathematics.

Good quality teaching and the well-planned curriculum enable progress in the basic skills of reading, writing and mathematics to be good. For example, in a successful Year 6 literacy lesson, as part of the topic on China, pupils achieved well when preparing non-chronological writing relating to their drawings of dragons. The teacher skilfully drew on pupils' knowledge about the features of the genre to ensure that these would be taken into account when writing. Reading is taught well in Years 1 to 6. Pupils' understanding of sounds and letters has been boosted in Years 1 and 2 and their enjoyment of books is clear. Year 2 pupils are particularly skilled in making use of their phonic skills to help their decoding of 'tricky' words. In consequence, attainment at the end of Year 2 is above average in reading. In Key Stage 2, pupils' progress is good and in the best lessons it is outstanding. By the

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time that they reach Year 6, pupils have developed well-honed skills and an enjoyment of books and their attainment is significantly above average. For example, more-able pupils thoroughly enjoyed discussing differences in approaches taken to crime genre by favourite authors.

Disabled pupils and those with special educational needs make good progress. This is because there are carefully planned interventions to support their learning that are derived from a thorough analysis of their learning needs.

Quality of teaching

Almost all the lessons seen during the inspection were at least good and, although a few were satisfactory, a greater number were outstanding. Teachers manage the pupils well and create a positive learning atmosphere. This leads to the pupils enjoying lessons and learning. As a Year 6 pupil commented, 'Our teachers listen to us and push us to do our best.' Lessons are planned well to meet the differing learning needs of the pupils in the class. Teachers outline the purpose of lessons well and give a clear indication of what the pupils need to do to succeed in their work. In most lessons teachers question pupils well. However, on a few occasions teachers do not involve enough pupils in responding to questions during introductions to lessons. Staff successfully help to develop their pupils as independent learners by getting them to review each other's work. This was the case in an outstanding Year 5 literacy session in which the pupils were preparing diaries to send to a partner school in Madagascar. After producing high-quality and inventive descriptions of wildlife in the school grounds, the teacher then asked other pupils to check whether their classmates had met the success criteria for their work. Teachers frequently provide good guidance for next steps in learning when they mark pupils' work. However, although marking is invariably thorough and supportive, targets are not always made clear, particularly in mathematics.

Reading is taught well in Years 1 to 6. There are well-organised and regular group reading sessions in each year group. Provision and pupils' interest are heightened by the regular book weeks in which there is a good focus on the teaching of reading.

Most parents and carers said that their children are taught well. Many made a number of positive comments about how much their children enjoy the wide range of curricular opportunities provided. During the inspection, the annual multicultural week enabled staff to promote pupils' spiritual, moral, social and cultural development well.

Clever linking of subjects, which provides a purpose for learning, was evident in all year groups. For example, in Year 4 pupils enjoyed using technology to make high quality animations from their models which re-told the story of *Anansi the Spider*. Here, teachers linked design and technology as well as literacy and numeracy work. The pupils thoroughly enjoyed explaining what they had done.

Well-deployed teaching assistants make a strong contribution to the quality of

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teaching. As well as providing support for all groups in lessons, they provide particularly good support for disabled pupils and those who have special educational needs. This is achieved through a range of effective interventions on a small group or individual basis.

Behaviour and safety of pupils

Pupils' behaviour is good and the school is a harmonious community. Pupils say that they behave well and feel safe from bullying and this is supported by school records, the pupils' questionnaires and also by observation. Their positive attitudes and good work ethic support their learning well. Pupils say that they particularly enjoy the many opportunities that are provided for them to work in pairs and small groups. In a Year 2 mathematics lesson, for example, pupils worked well in pairs, using good mathematical vocabulary, when using number lines to investigate numbers. Their enthusiasm for school is reflected in their improving attendance which is now above average.

Pupils' good understanding of what constitutes different types of bullying, including cyber bullying, is the result of the strong personal and social education programme. They are confident that adults would resolve any concerns they may have. Parents and carers are almost unanimous in saying that their children behave well and are kept safe in school. Many made very positive comments about how the staff had helped their families and provided excellent support for their children at a time when circumstances made them vulnerable.

Leadership and management

The outstanding quality of the leadership and management of the headteacher and the deputy headteacher has a positive impact on achievement and teaching. Together, they have successfully built the effectiveness of middle leaders so that they provide clear leadership in their areas of responsibility. The systematic checking of provision, linked to the rigorous analysis of pupils' progress, ensures that there is a close understanding of the school's position. There is a strong team spirit and senior leaders' vision for improvement is shared by all the staff. This is seen in the positive impact of professional development. They are unanimous in saying that they are proud to be members of the school staff. Additional rigour and accountability in the performance management process have helped to strengthen teaching and, although inconsistencies remain, most teaching is good and some outstanding.

Discrimination of any kind is not tolerated and the deep commitment to equal opportunities is demonstrated in the care taken to ensure that all pupils have access to what the school has to offer.

The curriculum is well organised and meets pupils' needs well. Improvements to the linking of subjects and focus events, such as the multicultural week during the inspection, enliven learning. Pupils' spiritual, moral, social and cultural development is effectively promoted through a good range of opportunities, close links with the

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other Trust schools and a wide range of visits and visitors, such as the Japanese drummers and country-dancing specialists during the inspection.

Members of the governing body regularly visit to observe and assess the work of the school and support and challenge leaders well. The governing body ensures that all child protection and staff vetting arrangements meet regulatory requirements in full. Taken together, these strengths, when linked to the effectiveness of leadership and management and improvements in provision, indicate the school's strong capacity to secure further improvement.

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 | 54 | 42 | 2 | 2 |
| Primary schools | 14 | 49 | 32 | 6 |
| Secondary schools | 20 | 39 | 34 | 7 |
| Special schools | 33 | 45 | 20 | 3 |
| Pupil referral units | 9 | 55 | 28 | 8 |
| All schools | 16 | 47 | 31 | 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 to 31 December 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).

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. |
| Floor standards | the national minimum expectation of attainment and progression measures. |
| 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.



1 June 2012

Dear Pupils

Inspection of Rydon Primary School, Kingsteignton TQ12 3LP

We really enjoyed our visit to your school. Thank you for the way you welcomed us. We enjoyed reading your questionnaires, talking with you and watching you learn and play. We know that you thoroughly enjoyed your multicultural week, and I particularly enjoyed watching Year 5 drumming. Rydon is a good school. These are the things that you do well.

- Your learning is good in both English and mathematics and you reach above average standards.
- The teaching is good and sometimes outstanding.
- You behave well in lessons and around the school.
- Your parents and carers are very positive about the school and how well the staff keep you safe and help you to learn.
- Your headteacher and deputy headteacher provide outstanding leadership and they are helped by all the staff and members of the governing body. This helps your school to continue to get better.

Even in a good school, there are ways to make your school better and we have asked your headteacher and teachers to do some things to improve it even further. These are for your teachers:

- when marking your work to give you targets for the future, particularly in mathematics.
- in the Reception classes to make sure that their teaching of letters and sounds gives challenge to all the children.
- to ensure that more of you get a chance to speak during introductions to lessons.

You can help by continuing to work hard! Thank you again for your help. We hope that you continue to enjoy your time at Rydon.

Yours sincerely
Keith Sadler
Lead inspector

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