

# Rykneild Primary School

Main Street, Branston, Burton-on-Trent, DE14 3EX

**Inspection dates** 19–20 September 2012

<b>Overall effectiveness</b>	Previous inspection:	Satisfactory	3
	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- senior leaders and governors have succeeded in leading the school through a period of significant change. They have effectively communicated a vision for the school of high expectations for all
- the school has improved quickly in a short space of time because of the leadership's strong focus on teaching and achievement
- teamwork in the school is strong. Teaching and non-teaching staff work well together to ensure pupils' are supported well personally and in their learning
- professional development has impacted well on teaching which has improved rapidly. Typically, teaching across the school is good and some is outstanding
- teachers make good use of resources to capture pupils' imagination and motivate them to work hard and to learn well in lessons
- pupils' progress has improved significantly and is now good. Standards are rising and pupils achieve well from their starting points on entry to the school
- pupils who find learning difficult receive well-targeted support so they make good progress and achieve well
- pupils enjoy school and are enthusiastic learners. They enjoy working together
- pupils are polite, respectful and courteous. They show good levels of tolerance and awareness of how to keep themselves safe

### It is not yet an outstanding school because

- opportunities for pupils to use and improve their reading, writing and mathematics skills in other subjects are not systematically planned for across the school
- pupils often have to wait too long before they are given time to check teachers' marking of their work and do not always respond to the guidance provided on how to improve

## Information about this inspection

- Inspectors observed 26 lessons or parts of lessons, small group and individual pupil support sessions. Teachers and teaching assistants were observed.
- Discussions were held with senior and middle leaders and managers, members of the governing body, pupils and a local authority representative.
- Inspectors took account of the views of 33 parents through the on-line questionnaire (Parent View) and the findings of the school's most recent parent survey.
- The views of teaching and non-teaching staff, as expressed through the 23 staff questionnaires returned, were taken into consideration.
- Inspectors listened to a group of pupils read and reviewed the work in their books.
- Inspectors looked at a number of school documents including those supporting safeguarding practice, the school improvement plan, and the procedures that support school self-evaluation.
- The school's data relating to attendance and pupils' past and current progress and attainment was evaluated.

## Inspection team

Alison Cogher, Lead inspector	Additional inspector
Philip Winch	Additional inspector
Teresa Kiely	Additional inspector

## Full report

### Information about this school

- This is a larger than average-sized primary school.
- The proportion of pupils known to be eligible for the pupil premium (the additional funding provided by the government) is below average.
- The proportion of pupils from minority ethnic groups and those learning English as an additional language are broadly average.
- Approximately 10 per cent of pupils are supported at school action and six per cent at school action plus or with a statement of special educational need. These proportions are similar to the national average. The school supports a number of hearing impaired pupils. The needs of other pupils include a range of learning difficulties, speech, language and communication difficulties and behaviour, emotional and social difficulties.
- The school met the government's floor standards in 2011 which are the minimum expected for pupils' attainment and progress.
- A breakfast club is run by the school during term time.
- The current headteacher and deputy headteacher took up their posts within the last two years.

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

- Press ahead with the plans to devise and implement a theme based curriculum that explores the links between subjects to support increasing pupil progress and raising pupil attainment. Do this by ensuring that:
  - opportunities for pupils to apply and extend their knowledge and skills in reading, writing and mathematics are systematically planned for in all subjects identified in the overarching themes
  - all subject leaders monitor and evaluate the impact of the revised curriculum on pupils' progress and attainment in each year group for the subject they lead.
- Ensure that time is set aside frequently for pupils to read and respond to teachers' marking of their work so that they can promptly act on the guidance given on how to improve their work.

## Inspection judgements

### The achievement of pupils is good

- Children enter the Reception class with skills that are below those expected for their age. They make good progress and in 2012 standards in Year 6 were broadly average in reading, writing and mathematics. Pupils, including those supported by pupil premium funding, achieve equally well.
- Disabled pupils and those who have special educational needs are well supported. In lessons, small group and individual sessions they receive the specific additional help they need to enable them to make at least good, and for a few, outstanding progress towards their individual targets.
- The school's assessment data and pupils' work show that the rate at which pupils make progress is increasing in all year groups. As a result, standards are also rising. The proportion of pupils making or exceeding the expected progress from Year 3 to Year 6 increased in 2012 and compares well to that found nationally.
- The appointment of a teacher to specifically monitor and support the school's provision for minority ethnic pupils and those learning English as an additional language has been successful. Gaps between the progress and attainment of these and other pupils have been closed quickly and they now achieve equally well.
- Pupils enjoy reading a wide range of texts. They develop a good range of skills to help them read unfamiliar words. In their work in other subjects, they read to deepen their knowledge of places and people and to seek out specific information.
- Pupils write confidently. They develop a good understanding of the different kinds of writing and what a good piece of writing looks like. Pupils' confidently use their knowledge of the sounds letters make to spell words. For example, by writing down the individual letter sounds they could hear, pupils in Year 1 were able to correctly spell the word 'sand'.
- Pupils develop good mathematical skills. By Year 6, they are able to tackle calculations and solve problems with confidence. They can vary the way they tackle mathematical challenges and make mental calculations quickly and accurately.
- Pupils are keen to learn in all subjects and enjoy a good range of experiences to support their learning. For example, visits to places of interest and specialist music and sports teaching enhance their learning significantly. There is no whole-school approach to identifying links between subjects and so the potential for developing reading, writing and mathematical skills through these links is not fully realised.

### The quality of teaching is good

- Teachers are enthusiastic, encouraging and supportive so pupils are motivated to learn and to 'have a go' without fear of failure. Pupils' responses in lessons are valued, which gives them the confidence to try and to learn from their mistakes.
- Teachers have high expectations of what pupils can achieve. They use their good subject knowledge and assessment information to plan lessons that take pupils' learning forward well. They manage pupils' effectively, and relationships are productive and supportive.
- Pupils are helped to develop the skills to tackle challenges with confidence. For example, pupils in Year 6 learn to 'Estimate! Calculate! Check it, mate!' as a strategy to support the

accuracy of their calculation.

- Good use is made of a variety of resources and props to stimulate pupils' curiosity and imagination. Pupils in Year 1 closely observed and handled shells to help them think of words to describe them. Being able to see and touch a full-length riding cloak and a rapier added reality to Year 5 pupils' work based on the poem 'The Highwayman'.
- The teaching of reading, writing and mathematics across the school is consistently good. The teaching of reading has improved significantly over the last year following professional development training for teachers and teaching assistants.
- Teachers make good use of questioning during lessons to check pupils' understanding, to correct any misconceptions or errors and to move learning on. Pupils are challenged to give explanations and to share their ideas with a work partner and the whole class.
- Skilled teaching assistants make a good contribution to pupils' learning. When working with pupils in class or delivering specific support to individuals and small groups at other times, they are well-informed and work in close partnership with teachers.
- Teachers' marking of pupils' work is good. The school's marking procedure 'PEN' (Praise, Evidence, Next steps) is consistently implemented and fully understood by pupils who find it supportive and helpful. However, there is some inconsistency in the expectation with which the 'next steps' element is tackled. Pupils are not always asked to correct errors or tackle the challenges set promptly so the chance to move their learning on quickly is missed.

### **The behaviour and safety of pupils are good**

- Pupils are polite, courteous and respectful. Attendance is above average. Pupils are proud of their school and of the contribution they are able to make through taking on roles such as school councillors, Eco-warriors and playtime buddies.
- Opportunities to represent their school are valued by pupils. They express their pleasure when talking about the involvement of the school choir in the community. Pupils find the success of the Eco-warrior programme in developing the school's nature area and growing vegetables particularly pleasing.
- Older pupils provide good support for younger pupils, for example by helping them during lunchtime. They carry out their duties in a thoughtful, caring and mature manner.
- Pupils get on well together and show high levels of tolerance. They have a very clear understanding of how bullying and name calling of any kind can affect individuals and know what they can do to stop it. Pupils understand how to keep themselves safe in a range of circumstances.
- Pupils play happily together and those spoken to during lessons and at playtime consider behaviour in the school to be good. The school and on-line questionnaire responses indicate that this is a view held by parents also.
- In lessons, the levels of cooperation and collaboration shown between pupils are strong and support their learning well. Partner work and whole-class discussions allow all pupils to contribute and to learn from each other. For example, pupils in Year 2 shared their ideas of words to describe a superhero character in a book they were sharing as a class.
- Almost all pupils behave well in lessons and around the school. Disruptions in lessons are

very rare and managed well. The school's support for pupils who find behaving well difficult is effective.

- Pupils in all year groups have good attitudes to learning and are keen to do well. When required to do so, pupils respond positively to any feedback or guidance they are given about how to improve their work. They work hard to achieve the individual targets they are set and are developing a secure understanding of the standard of their work.

### **The leadership and management are good**

- The headteacher, deputy headteacher and the governing body have worked very closely to establish a very clear vision for school improvement. This has been communicated very effectively to staff who show a strong commitment to realising its aims.
- School self-evaluation practices are varied and rigorous. They provide a comprehensive range of information that supports an accurate evaluation of all school activities. Effective local authority support has complemented the school's own work and helped the school to sustain a sharp focus on improving teaching and pupils' achievement.
- All leaders and managers are involved in school self-evaluation. Since the last inspection, there has been a particular focus on monitoring to improve teaching and raise pupils' achievement in reading, writing and mathematics. This is now being widened to include other subjects.
- Performance management and professional development activities have been used effectively to improve teaching. Teachers work well together, are supportive of each other and respond positively to professional feedback on how to improve their teaching further.
- The curriculum provides pupils with a wide range of first-hand experiences through visits and the use of resources that help to broaden and enrich their learning. Pupils enjoy this practical and active approach as it gives meaning to their learning.
- All subjects are individually well-planned for in each year group. However, whole-school planning to ensure that links between subjects are identified and reading, writing and mathematics are promoted systematically through other subjects is in the early stages of development.
- Pupils' spiritual, moral, social and cultural development is promoted well. The school provides pupils with a clear moral and social framework in which to grow. Their spirituality and understanding of cultural diversity are promoted well through assemblies, charity work, visits to a range of places of worship and activities in music, art and drama.
- Links between the school and parents and with outside agencies are good. Links with parents of pupils with a disability or special educational need are particularly strong and contribute significantly to the success of these pupils.
- The school works proactively to ensure that all pupils have equal access to learning and are afforded the same opportunities to achieve well. This is demonstrated by the school's success in supporting pupils from minority ethnic backgrounds and those learning English as an additional language to improve over the last year.
- **The governance of the school:**
  - has, since the last inspection, increased their skills and understanding and now confidently challenges and supports school leaders to improve the school

- contributes well to school self-evaluation and works closely with senior leaders to evaluate the impact of actions taken to ensure that resources, including the pupil premium funding, are used well to improve teaching and pupils' learning.

## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>



## School details

<b>Unique reference number</b>	124063
<b>Local authority</b>	Staffordshire
<b>Inspection number</b>	402223

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

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	452
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mark Hall
<b>Headteacher</b>	Gary Staddon
<b>Date of previous school inspection</b>	24 March 2010
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