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14 December 2012

Mrs C Doherty
Ramridge Primary School
Turners Road North
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LU2 9AH

Dear Mrs Doherty

Notice to improve: monitoring inspection of Ramridge Primary School

Thank you for the help which you and your staff gave when I inspected your school on 13 December 2012 and for the information which you provided during the inspection. I would particularly like to thank the pupils who shared their views of the school and their work so enthusiastically.

Since the previous inspection, the school has enjoyed greater stability in staffing, with new appointments further strengthening the teaching workforce.

As a result of the inspection on 22 March 2012, the school was asked to address the most important areas for improvement which are set out in the annex to this letter.

Having considered all the evidence I am of the opinion that at this time the school is making good progress in addressing the issues for improvement and in raising the pupils' achievement.

Considerable improvements were seen in teacher assessments of attainment at Key Stage 1 in 2012, with results overall closing towards the national average. The accuracy of these assessments was checked by the local authority. Improvements were particularly strong in reading and mathematics. In the 2012 Key Stage 2 tests, the improvements in attainment seen in 2011 were sustained, despite the year group having a lower starting point overall. Government floor standards, the minimum attainment expected by the end of Year 6, were achieved for the first time. Pupils made better progress in mathematics and English than previously, although still a little less progress than in most primary schools. No groups of pupils performed less well than their peers. Current school assessment records indicate that the progress that pupils now make in all year groups is stronger and improving quickly.

The main reason for better progress is the strong improvements seen in teaching. During the visit, most teaching was good, with none that was inadequate and some that was outstanding. This closely matches the school's own view of teaching gained from classroom observations by senior staff, subject leaders and local authority officers. Planning is very thorough, and takes into account what children already know and can do, matching classroom activities very carefully to the different ability levels of groups and individuals. As a result, all pupils are very well engaged and lessons proceed at a good pace, with very effective use made of time. Pupils are also very well supported by teaching assistants, who are able to provide support and help quickly when it is needed. In all classrooms there are very good materials to support pupils, both on tables and on 'learning walls'. As a result, many pupils, particularly the more able, are able to work independently of adult help for considerable periods of time. Pupils are very aware of what they will learn in lessons; they know the level that they are working at and how to improve further. The consistent and helpful marking and verbal feedback from teachers are greatly appreciated by the pupils.

The headteacher and her senior staff continue to provide strong direction to the improvement of the school. Subject coordinators, particularly those for literacy and numeracy, have now taken on far greater responsibility for checking the quality of teaching, resources and pupils' progress. They work well as a team and in pairs, and have provided training for colleagues in teaching in their subject areas. They are increasingly checking on how well all pupils are doing, so that additional help can be quickly given to those in danger of falling behind.

The school has adopted a new electronic system for checking its performance. This system is being led by senior managers, but subject leaders and classroom teachers have quickly become familiar with the information that it provides. Teachers have regular information about the progress that pupils make. Half-termly pupil-progress meetings have helped middle leaders and classroom teachers to have detailed knowledge of all classes and pupils. This process is having a positive impact on teaching, as teaching approaches and materials are being adjusted as a result. Support to individuals or groups who need extra help is quickly identified and provided, both in class and in additional 'booster' groups. Senior leaders are very aware of how the school is performing compared to all schools nationally and there is a clear determination to close any gaps in performance. School plans clearly identify targets for further improvement, with a constant emphasis on improving pupils' attainment and progress.

While improving teaching, leadership and pupils' progress, the school also places a strong emphasis on the care, safety and personal development of pupils. Pupils report that they feel safe and that adults quickly deal with any difficulties that they have. They greatly appreciate the recent 'values' work that helps them to get along well with each other. Behaviour was good at all times during the visit, and pupils were polite and welcoming. Attendance continues to improve strongly due to the efforts of key staff, and partnership working with parents is developing well. Safeguarding procedures meet all requirements.

External support to the school is good, particularly from the partner school and local authority staff. The local authority's statement of action was judged to be very suitable, and continues to support the school well as it moves forward.

I hope that you have found the inspection helpful in promoting improvement in your school. This letter will be posted on the Ofsted website.

Yours sincerely

David Martin
Her Majesty's Inspector

Annex

The areas for improvement identified during the inspection which took place in March 2012

- By April 2013, improve the proportion of good or better teaching in order raise attainment in English and mathematics by:
 - ensuring that information on pupils' progress is used more consistently to plan and adapt learning so that all pupils are challenged to achieve their very best
 - ensuring that learning in all lessons proceeds at a brisk pace
 - providing more opportunities, especially for the more able, to develop independent learning skills.

- By September 2012, develop the roles of the middle managers so that:
 - they are fully engaged in robust monitoring and evaluation
 - the impact of their work can be seen in improved provision and outcomes.

- By July 2012, improve the way that data on pupils' attainment and progress is analysed in order to give a clear picture of school performance compared to schools nationally and so that senior leaders can accurately target priorities for improvement.