

# Lancaster Ryelands Primary School

Torrisholme Road, Lancaster, Lancashire, LA1 2RJ

## Inspection dates

19–20 March 2014

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

## Summary of key findings for parents and pupils

### This is a school that requires improvement. It is not good because

- By the end of Year 6, pupils' standards in reading, writing and mathematics are not high enough and too few pupils make good progress.
- There is not yet enough good quality teaching to ensure that pupils make consistently good progress over time.
- Expectations of what pupils can achieve are not always high enough, especially for the most able pupils, and work is not always set that challenges pupils to try their hardest.
- Questions by adults do not always challenge pupils to deepen their understanding and extend their learning.
- Teachers do not always give pupils enough guidance on what they need to do to improve their work, and do not always check that pupils follow this advice when it is given.
- Teaching assistants are not always as involved as well as they could be in lessons and this slows the learning of some pupils.
- Sometimes, some pupils do not behave as well as they should and get on with their work in lessons, particularly when activities do not engage or interest them.
- Improvements introduced by school leaders have not yet had sufficient time to ensure that teaching is consistently good. As a result, pupils do not yet achieve as well as they should in reading, writing and mathematics.

### The school has the following strengths

- The headteacher and school leaders have an accurate picture of what the school needs to do to improve. A strong focus on improving teaching is leading to pupils' progress speeding up.
- Leaders check pupils' performance carefully and this is helping to improve teaching and raise achievement.
- Children make good progress in the Early Years Foundation Stage and enjoy their learning.
- Pupils feel safe in school and well supported, and parents are confident that the school is providing well for their child.
- School leaders and the local authority are working closely to improve the school as quickly as possible.

## Information about this inspection

- Inspectors observed 28 lessons or part lessons, including two observed jointly with the headteacher and deputy headteacher.
- Meetings were held with school leaders and with four governors, including the Chair of the Governing Body. Inspectors also met two representatives from the local authority.
- Discussions were held with two groups of pupils and inspectors spoke informally to other pupils in lessons and during break and lunchtime.
- Inspectors looked at the work pupils were doing in lessons and in their books over time. They listened to pupils in Year 2 and Year 5 read and talked to them about their enjoyment of reading.
- Inspectors observed the work of the school and examined a number of documents concerning pupils' current achievement and progress, development plans and performance management information. Inspectors also looked at records relating to behaviour, attendance and safeguarding arrangements. Minutes of governing body meetings and the local authority reports were also considered.
- Inspectors considered 11 responses to the online questionnaire (Parent View) as well as responses to the school's own survey of parents' views. They also took into account 32 responses to the questionnaires completed by staff for the inspection.

## Inspection team

Robert Birtwell, Lead inspector

Additional Inspector

Catherine Beeks

Additional Inspector

Nina Heron

Additional Inspector

## Full report

### Information about this school

- The school is larger than the average-sized primary school.
- Pupils are taught in 15 classes from the Nursery to Year 6.
- Almost all pupils are from White British backgrounds.
- Almost three quarters of pupils are known to be eligible for the pupil premium (additional funding for pupils known to be eligible for free school meals, children looked after by the local authority and children from service families).
- The proportion of disabled pupils and those with special educational needs who are supported at school action is above average. The proportion supported at school action plus or with a statement of special educational needs is above average.
- Nine teachers joined the school in September 2013.
- The school is receiving additional support from Woodland School in Skelmersdale.
- The school does not meet the government's current floor standards, which are the minimum expectations for pupils' attainment and progress in reading, writing and mathematics.

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

- Improve the quality of teaching so that it is consistently good or better, in order to accelerate progress and raise pupils' achievement in reading, writing and mathematics, especially for the most able pupils, by:
  - ensuring that teachers' expectations of what pupils can achieve are always high enough
  - making sure pupils are always provided with work that is sufficiently challenging
  - ensuring that pupils are asked questions that deepen their understanding and extend their learning more often
  - making sure that pupils are given very clear advice about what they need to do to improve their work, and teachers check that pupils follow this advice
  - ensuring that teaching assistants are always involved in lessons fully in helping pupils to understand work and make progress.
- Improve pupils' behaviour by making sure that activities always engage pupils so that they apply themselves fully to learning and do not become distracted in lessons.
- Ensure that leaders continue to build on the improvements they have already brought about.

## Inspection judgements

### The achievement of pupils

### requires improvement

- Achievement requires improvement because pupils do not make consistently good progress across the school. By the end of Key Stage 2 standards in reading, writing and mathematics are not high enough, and too few pupils achieve well.
- At the end of Year 2 pupils' standards in reading, writing and mathematics have been well below average for the last three years, and have shown little improvement in recent years, but they are now beginning to improve.
- At the end of Year 6 pupils' standards in reading, writing and mathematics have been well below average for the last three years, and pupils have made less than the expected progress for the last two years. In 2013, the proportion of pupils who made the expected progress was below average in writing, and well below average in reading, and mathematics. Few pupils made more than expected progress, especially in mathematics.
- Pupils are now making better progress across the school because the quality of teaching is improving. The work in pupils' books and the school's systems for checking how well pupils are doing confirm this. For instance pupils' books in Year 2 and Year 6 show clear progress in writing in different styles and in different subjects. In mathematics books, pupils show an improving ability to apply and use mathematical skills to solve practical problems.
- In Key Stage 2 pupils are now making progress that is closer to the expected rate. Current Year 6 pupils are on course to make better progress and achieve improved standards that are closer to the national average in 2014, whatever their starting points.
- Pupils who are known to be eligible for the pupil premium have not achieved as well as other pupils in the past. In 2013, the standards reached by pupils known to be eligible for free school meals was around half a term behind that of other pupils in reading, and over two terms behind in writing and mathematics. The school's system to check pupils' progress shows that this gap is beginning to close because teaching is improving and pupils are being better supported.
- Children join the school in the Early Years Foundation Stage with skills and understanding that are generally well below those expected for their age. Following recent improvements, they are now making good progress, and join Year 1 with skills that are at a level that is closer to average.
- Pupils make steady progress in reading in Key Stage 1. They read regularly and say they enjoy reading. They have a sound knowledge of phonics (letters and the sounds they make). However, the proportion of pupils who reached the expected standard in the Year 1 phonics check has been below average for the last two years.
- Although the most able pupils achieve higher standards than other pupils in the school, they make progress at a slower rate, especially in writing and mathematics, and too few make good progress because they are not given enough work to challenge them to try their hardest.
- Disabled pupils and those with special educational needs receive appropriate and well-targeted support from teachers and teaching assistants either in lessons or in individual or small group sessions. They make progress at a similar rate to other pupils in the school.

### The quality of teaching

### requires improvement

- Although the quality of teaching has improved, it requires improvement because, over time, it does not ensure that pupils make consistently good progress and achieve well in reading, writing and mathematics. School records show that teaching is now generally good but there are still some aspects that require improvement.
- Sometimes, expectations of what pupils can achieve are not high enough and so progress slows. The work set is not always challenging enough and does not enable pupils to achieve well. As a result, some pupils' behaviour can slip. They lose interest and concentration and do not learn as

much as they could.

- Teachers ask questions effectively to check and reinforce pupils' knowledge, but they do not ask enough questions that challenge pupils to deepen their understanding or extend their learning.
- Pupils' work is marked regularly and praise is used well, but clear advice is not always given about what pupils need to do to improve their work, and teachers do not always check that pupils follow this guidance when it is given.
- Teaching assistants are usually effective in supporting the learning of those pupils who need extra help, including those who are disabled or have special educational needs and those who are supported by the pupil premium. They provide effective extra help in small group and individual sessions. However, at times they are not involved as fully as they might be in the classroom in making sure that pupils understand their work and make progress.
- Where pupils learn well, teachers have high expectations and set challenging work that engages pupils in their learning. An example was seen in a Year 6 English lesson where pupils were learning to write more complex sentences. The teacher gave groups of pupils different and challenging work that made them think hard and use and apply what they had learnt, and asked probing questions to extend their learning. As a result, all pupils concentrated well and made good progress.
- Teaching in the Early Years Foundation Stage has improved and is now good. Learning is purposeful and there is a good balance of activities. For example, in a Reception class the teacher began by starting a discussion about 'people who help us' and used a range of materials to involve children in developing their language and communication skills, before moving them on to a range of linked and well-planned activities. Children's learning was accurately recorded and analysed. As a result, the children made good progress.

### The behaviour and safety of pupils

### requires improvement

- Pupils' behaviour requires improvement because pupils' attitudes to learning are not always good when the teaching does not engage or interest them. Pupils say that in some lessons some pupils become distracted and do not pay attention, and this can disrupt their learning. Inspectors saw this happening in some lessons.
- Inspectors observed that behaviour around the school is generally good. Inspectors observed pupils playing together well and sensibly on playgrounds, and behaviour in the hall at lunchtime was good. However, pupils say that there is sometimes misbehaviour on the playgrounds, although adults usually sort this out.
- Pupils know about the different forms of bullying, including name-calling and cyber-bullying. They say that there is some bullying in the school, but they know who to turn to and say that staff sort it out.
- A small number of pupils sometimes display challenging behaviour. Staff manage this positively and effectively. Individual pupils with behavioural difficulties are supported in a caring and nurturing way, and there is evidence of improvements in behaviour for such pupils.
- The school's work to keep pupils safe and secure is good. Pupils say they feel safe and enjoy coming to school, despite some poor behaviour and bullying at times. They have a good knowledge of how to keep themselves safe in different situations, including e-safety when using the internet. Almost all parents who responded to the Parent View survey and the school's own questionnaire thought their child was safe and well looked after in school, and inspection evidence supports this.
- The school has worked hard with a variety of well-judged initiatives to emphasise the importance of good attendance. As a result, pupils' attendance has improved and is now close to average.

## The leadership and management requires improvement

- Leadership and management require improvement as the difficulties the school has experienced in changes to teaching staff have slowed school improvement. However, all staff are now eager to ensure that they contribute fully to improving pupils' achievement.
- School leaders have taken robust action to improve the quality of teaching and this is having a good impact on raising standards. However, this is recent and has not yet led to consistently good teaching and good progress over time.
- The school has an accurate and realistic view of how well it is performing. School leaders, including governors, are well aware of where the school needs to improve. The school improvement plan is focused very firmly on improving teaching and raising achievement.
- There are improved and effective systems to check on the quality of teaching. Senior leaders use their findings well to identify where further support or training is needed, and this is contributing to improving the quality of teaching. However, although there is good teaching in the school, it is not yet consistently good.
- There are good systems to check on pupils' progress and achievement. Senior and middle leaders effectively check and evaluate pupils' performance and identify any underachievement. This is addressed by providing pupils with extra help if they need it. The school employs a team of learning mentors to meet the needs of more vulnerable pupils. This team is helping to improve the progress of these pupils and to close any gaps in achievement between them and other pupils. This shows the school's commitment to equal opportunities for all pupils.
- The well-planned curriculum is enhanced by a range of activities, clubs, trips and visits, including sport, drama, music and cultural activities. Pupils have opportunities to take on responsibility, for example, as prefects or on the school council. This makes a good contribution to pupils' spiritual, moral, social and cultural development.
- The additional primary sports funding is being used successfully to improve the quality of physical education in the school. A specialist coach is working with pupils to teach lessons and to broaden the range of sporting activities, as well as improving the skills and expertise of the school's staff. This is improving pupils' physical well-being and healthy lifestyles.
- The local authority has worked effectively with the headteacher to provide additional assistance, and the school is also receiving valuable help from Woodland School in Skelmersdale. This extra training, support and advice are helping school leaders to improve the quality of teaching in the school and raise pupils' achievement.
- **The governance of the school:**
  - There have been several changes in the governing body recently, including a new Chair of Governors and vice-chair, and the role played by governors has improved. They are very supportive of the school, but also challenge and hold it to account increasingly effectively. They are now better informed about pupils' achievement, the quality of teaching and learning and pupils' behaviour and safety. Governors know how to analyse data about pupils' progress and achievement. As a result, they ask searching questions about whether the school is doing as well as it should, particularly in the committee they have identified as standards and effectiveness. Governors set challenging targets for the school as part of the headteacher's appraisal, and make sure that pupils' performance is considered when making decisions about the pay of teaching staff. They know how pupil premium funding has been spent and the impact it is having. Governors have been effective in appointing new staff recently. They make sure that the school's finances are sound, and that the school meets all statutory requirements, including those related to safeguarding.

## 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>	119132
<b>Local authority</b>	Lancashire
<b>Inspection number</b>	430967

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>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	405
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Len Guest
<b>Headteacher</b>	Carolyn Singleton
<b>Date of previous school inspection</b>	26 April 2012
<b>Telephone number</b>	01524 64626
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