

Ryhill Junior, Infant and Nursery School

Chapel Street, Ryhill, Wakefield, West Yorkshire WF4 2AD

Inspection dates

6–7 June 2018

Overall effectiveness	Good
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good
Early years provision	Good
Overall effectiveness at previous inspection	Good

Summary of key findings for parents and pupils

This is a good school

- Leaders and governors know this school well. They are passionate about the care, welfare and education of every pupil who attends the school.
- Leaders are focused on improving outcomes for pupils. They have brought about many necessary improvements to the quality of teaching, learning and assessment since the last inspection.
- Governors' records do not always demonstrate that they consistently challenge leaders about pupils' progress.
- The progress pupils make in reading, writing and mathematics over their time in the school is improving. Nevertheless, staff do not have consistently high aspirations and expectations for pupils' achievement, so work is not consistently challenging.
- Strategies to support pupils in reading with fluency and enjoyment have increased the rate of progress pupils are making.
- The teaching of mathematics in the school is accelerating pupils' progress in this subject and helping pupils to achieve expected standards.
- Parents and carers generally have a positive opinion of the school. However, a small number expressed concerns.
- Leaders have ensured that the curriculum provides pupils with a wide range of experiences that contribute well to their spiritual, moral, social and cultural development.
- The use of additional funding for disadvantaged pupils is now effective in improving outcomes for these pupils.
- Behaviour is good. Leaders have improved pupils' behaviour by raising expectations and implementing strategies to support pupils in becoming independent and resilient, so that they can manage their own behaviour.
- The early years settings provide a safe, nurturing and welcoming start to school life. Current children, including those who are disadvantaged, are making better progress than in previous years.
- Effective safeguarding procedures ensure that pupils are safe. All staff have a clear understanding of how to keep pupils safe.
- Pupils are well cared for and have good relationships with their teachers and their peers.

Full report

What does the school need to do to improve further?

- Develop the effectiveness of leadership and management to improve pupils' outcomes across the school, by:
 - ensuring that systems for monitoring and evaluation are tightly focused on checking that actions taken are successful in raising pupils' progress
 - sharpening the governors' records so that they reflect governors' challenge to leaders precisely
 - improving further the positive partnerships established with parents, so as to eradicate the negative view of the school held by a small number of parents.
- Ensure that teaching, learning and assessment are consistently good or better, further raising teachers' and teaching assistants' aspirations and expectations of all pupils' attainment and progress, by:
 - planning more challenging and demanding work for all, including for disadvantaged pupils and pupils who have SEN and/or disabilities
 - using assessment information consistently well to develop pupils' reasoning skills further and deepen their understanding.

Inspection judgements

Effectiveness of leadership and management

Good

- The motto of the school – ‘Together we can achieve’ – is reflected in senior leaders’ and governors’ expectations of staff and pupils, as well as in the inclusive culture which nurtures and develops all children. Pupils are proud to attend the school, and this is evident in their conduct.
- The headteacher and senior leaders are ambitious and committed to driving school improvements. They have a clear understanding of the school’s strengths and areas for development. The right priorities are identified in the school improvement and raising attainment plans, and leaders recognise where more rapid improvements need to be made. Leaders acknowledge that they need to ensure that systems to monitor and evaluate the work undertaken are tightly focused on the priorities and lead to the desired outcomes.
- Since the last inspection, action has been taken to improve the effectiveness of middle leadership. Senior and middle leaders are knowledgeable about their respective areas and know what needs to be done to secure further improvement. The impact of their hard work, however, is still to be seen consistently in pupils’ achievements.
- Close links with school partnerships in the local area are used to share good practice. Leaders have been effective in sharing this good practice with teachers, which has resulted in improvements in the quality of teaching, learning and assessment. The extensive work undertaken with other schools, in particular around agreeing the standards of pupils’ work, has helped secure teachers’ judgements of learning.
- The school has designed a curriculum that is broad and balanced and meets the needs of its pupils. It is planned so that pupils have a range of learning experiences that are stimulating and challenging. Pupils particularly enjoy learning in the outdoor classroom and said: ‘It makes our learning purposeful as it’s real.’
- Additional funding to support disadvantaged pupils is now spent effectively. Regular checks are made to evaluate the impact on learning for disadvantaged pupils. The funding is used to ensure that there are experienced staff and resources to support pupils to improve and accelerate their progress. As a result of this, disadvantaged pupils’ progress has improved considerably this year.
- Additional funding for pupils who have SEN and/or disabilities is used effectively. These pupils are supported well and are making good progress from their starting points, although some could make even more progress.
- The primary physical education (PE) and sports funding is used to develop staff confidence and expertise by enabling them to observe and work alongside specialist sports coaches. The funding has also been used to provide opportunities for pupils to engage in a range of competitive sports and to encourage healthy lifestyles.
- Pupils’ spiritual, moral, social and cultural development is fostered well. Opportunities to debate and learn about different religions and beliefs deepen pupils’ moral, spiritual and cultural awareness. Celebrating diversity and ensuring equality are at the heart of the school’s work.
- Leaders and staff celebrate pupils’ wider achievements and, therefore, improve pupils’

self-esteem. In prioritising pupils' well-being, leaders have been successful in developing confident, reflective learners.

Governance of the school

- Governors are passionate and highly ambitious for the quality of education on offer. They have a good understanding of the school's strengths and areas that need to improve. They are led effectively by a new chair, who ensures that all governors play an active role. Governors have clear job descriptions for the roles they hold and consequently know what responsibilities they have.
- Following recent recruitment to the governing body, there is a relevant range of skills, expertise and knowledge that helps to provide challenge and support to leaders. Governors are eager to extend their skills and understanding further and have accessed a range of training and development opportunities. As a result, they are better placed to hold leaders to account.
- Regular visits to the school are made by governors to check the school's work. The evidence gathered then supports the work leaders and governors undertake to improve the school further.
- The governing body has an understanding of the variances in achievement and progress of different groups of pupils, including boys and the most able. They are also well aware that, over time and until recently, the pupil premium funding has not had an effective impact on improving the achievement of disadvantaged pupils. However, records of governors' meetings do not demonstrate accurately that they rigorously hold leaders to account for making sure that gaps in the achievement of these different groups are closed quickly.
- Governors ensure that leaders now use extra funds allocated to the school effectively, including the primary PE and sports funding, to provide additional support to meet the needs of pupils. This includes the appointment of specialist teachers in French and the use of PE coaches to enhance the curriculum.
- The legal duties on safeguarding are clearly understood by the governing body, ensuring that staff are recruited with careful consideration. Regular checks are made by governors with regard to safeguarding records.
- Leaders, including governors, are acutely aware that there are negative views of the school, held by a small number of parents. Despite leaders having followed the correct course of action, the negative views prevail. Governors recognise that they need to build confidence and trust in the school in these parents. Inspectors found no evidence to support the negative views of the school.

Safeguarding

- The arrangements for safeguarding are effective.
- Leaders have established a strong safeguarding culture and take great care to ensure that every pupil is safe. Leaders make sure that the school's physical environment is safe and secure.
- Pupils said that they feel safe, and parents who made their views known also agree that their children are safe. The school keeps a range of risk assessments that are

updated regularly, to keep both pupils and staff safe.

- Leaders make sure that checks on staff are carried out and recorded carefully. The named governor for safeguarding regularly double-checks these records. Leaders make sure that staff receive up-to-date training in all aspects of safeguarding. Consequently, they are knowledgeable about the signs to look for that may indicate that a child or adult is at risk of harm.
- Staff spoken to during the inspection also showed a good understanding of what to look for that might raise concerns. Pupils' records show that leaders are rigorous in following up any issues with external agencies where necessary.

Quality of teaching, learning and assessment

Good

- Teaching is underpinned by warm and caring relationships between staff and pupils. As a result, pupils are excited to learn. Staff ensure that all pupils are valued and included in learning. Staff shape learning so that it engages all pupils from their different starting points and deepens their knowledge through engaging and exciting learning experiences. Adults give pupils opportunities to share ideas and challenge their own thinking, and this helps pupils' confidence when answering questions.
- The quality of teaching has improved as a result of a relentless focus from senior leaders. New approaches made to the teaching of mathematics and enhanced reading resources are having a positive effect and can be seen to be improving learning in classrooms. The time that senior leaders give to embedding these approaches and the support that staff provide for one another in improving teaching by sharing effective practice mean that pupils' outcomes in reading, writing and mathematics are improving.
- While teaching and pupil outcomes have improved, teachers know that more could be done by further raising aspirations and the expectations of pupils' attainment and progress, regardless of their starting points. They recognise that this can be achieved by providing more challenging and demanding work for all, including disadvantaged pupils and pupils who have SEN and/or disabilities.
- The teaching of phonics has improved and is effective. Pupils apply their phonic knowledge to decode words and spell simple and complex words. The attainment of Year 1 pupils in the phonics screening check continues to improve from previous years and is now just below the national average.
- The improvement of pupils' reading skills has been a priority, and leaders have implemented a new approach to teaching reading. This is developing pupils' vocabulary, and they are now more confident when answering questions about texts, referring to evidence from what they have read. The introduction of high-quality texts and reading strategies means that pupils' enthusiasm for reading is sustained.
- Older pupils appreciate the importance of reading and read regularly in school and at home. The school library, at the centre of the school, is a vibrant and stimulating place where pupils of all ages enjoy reading for pleasure.
- Pupils are given opportunities to apply their writing skills in a range of subjects. They write for a range of purposes, and teachers provide examples of writing that pupils can use to help them. Writing outcomes are strong across the school as a result.

- The teaching of mathematics across the school is good. Teachers use a range of strategies to encourage pupils to explain approaches to solving problems. Pupils can explain and record their mathematical reasoning and show mastery of the subject.
- Teaching assistants generally make an effective contribution to learning. They have a clear understanding of the tasks they are supporting pupils with and of pupils' needs. However, sometimes, such as when leading small-group sessions, these adults do not identify when pupils are ready for further challenge, and consequently learning slows.

Personal development, behaviour and welfare

Good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- The school's welcoming and caring ethos is central to its work in raising standards for pupils. Leaders are clear about the importance of being part of the school community and take action based on what is best for the pupils.
- Pupils' welfare is a school priority. Leaders work successfully with other agencies, including the local authority, when they identify any pupils or families that may need additional support or may be at risk.
- Staff know the pupils very well, and pupils benefit from effective pastoral care and guidance. The support provided to individual children is well planned and enables them to be fully involved in the life of the school. Most parents value the support and care given.
- Pupils have been taught how to understand and manage risk, which equips them well for life beyond the school gates. Pupils understand the risks of using the internet and have an age-appropriate understanding of the potential risks of social media, including the use of mobile phones.
- Pupils feel very safe in the school. They state that instances of bullying are rare, yet parents are less convinced. On the few occasions bullying happens, inspection evidence shows that the school deals with it very well. Pupils learn about different forms of bullying and are taught to respect others. Pupils spoke about equality and respecting the diversity of others in the world.
- The school site is very well kept and maintained. Pupils respect the learning environment, which is clean, stimulating and attractive.

Behaviour

- The behaviour of pupils is good.
- Pupils demonstrate a good awareness of the high expectations that leaders and staff have of their behaviour. The pupils' self-control and desire to meet the high standards expected were seen consistently across the school during the inspection, within lessons and at play and lunchtime.
- Pupils show self-discipline and work well together or by themselves. They enjoy the challenge that well-planned work brings and focus on completing tasks. Pupils are generally proud of their achievements and display positive attitudes to learning.

- Time in lessons is used effectively; pupils respond immediately to what the teacher says, listen attentively, work hard and focus on their work. This is because pupils understand what they need to do, and because teachers know them well. Staff and pupils enjoy positive relationships and, because behaviour is good, teachers are able to be more adventurous in the different learning opportunities they provide, such as the outdoor learning challenges.
- Older pupils want to be positive role models for their peers. They are extremely proud when they are nominated as head boy and head girl, eco council and school council representatives and play buddies. They represent their school very well.
- Leaders have clear procedures to check pupils' attendance. Absences are followed up swiftly on the first day, and the school works with a range of agencies where there are attendance concerns. As a result, attendance is improving, although still below national averages. Improving attendance remains a school priority in order to strengthen the behaviour and progress of pupils even more. An above-average number of pupils are still persistently absent.
- The responses of most parents and all pupils and staff to school questionnaires suggest that the school operates in an orderly and safe manner. Inspectors agree.

Outcomes for pupils

Good

- Leaders, including governors, recognised that outcomes were simply not good enough at the end of key stage 2 in 2017. They were right to be concerned by the reading and mathematics results in Year 6 and immediately set about putting in place strategies to ensure that this did not reoccur. Current information, including inspection evidence, suggests that pupils' progress is stronger than in 2017 across the school.
- Work in pupils' books and school assessment information show good and better progress being made. The school's own information shows that there are some differences between the progress of some groups of pupils, including those who have SEN and/or disabilities and boys, but gaps are closing.
- The most able pupils do not always reach the standards they are capable of achieving. Tasks or work set are not always demanding enough to enable these pupils to reach their full potential.
- The school's current information and inspection evidence show that disadvantaged pupils are now making good progress. The pupil premium funding is being used effectively to bring about rapid improvement in the achievement of pupils in key stages 1 and 2 in reading, writing and mathematics.
- Pupils who have SEN and/or disabilities are supported sensitively by the additional adult support they receive. The support is focused on improving the progress these pupils make and, as a result, pupils who have SEN and/or disabilities make better progress. For a few, progress could be even more rapid.
- The number of pupils in Year 1 meeting the expected standard in the national phonics screening check has varied over the past three years. The proportion of pupils reaching the expected standard in 2017 was below the national average. By the end of Year 2, however, the pupils have caught up and outcomes match those nationally.
- Pupils' outcomes across other curriculum subjects are good. Pupils are building on their

previous learning and developing secure knowledge, understanding and skills from their different starting points. Displays, work in books and school planning show that a wide range of curriculum subjects have been covered in each year group and that pupils are meeting standards expected of them in these subjects.

Early years provision

Good

- Since the previous inspection, the proportion of children reaching the early learning goals in each area of learning has been below the national average. Children typically start Year 1 with skills which are below average overall.
- Children enter the Nursery and Reception classes with skills below those typical for their age. Despite the good teaching they receive, too few children in the past have left the early years having made good or better progress. Current evidence shows that progress now being made is stronger, as teaching is better meeting the needs of the children.
- Where children's starting points are below those of other children of their age, assessment information shows that they are catching up quickly. This is the case for children currently in Nursery and Reception.
- Children, including those who have SEN and/or disabilities, make strong progress from their starting points. Children are excited to learn, because the teachers provide exciting and engaging learning opportunities. Consequently, children develop a broad range of skills and a deep understanding which contribute to them making a positive start to the next stage of their education.
- Leaders acknowledge that children's outcomes were not as high as leaders wanted them to be, so they developed systems for the assessment and monitoring of children's progress which are detailed, rigorous and regularly updated. Consequently, senior leaders are now able to identify differences in the outcomes of specific groups of children and plan learning to meet the individual needs of the children.
- Children make good progress in their personal development. They behave well, respect one another and engage positively in activities. Children settle quickly, sit patiently and enjoy being part of small group activities. They listen respectfully to one another, take care of one another and cooperate well when sharing resources.
- The leader in the early years is clear about the priorities and improvements required. Changes made are clearly having a positive impact, as a result of the stimulating learning environment and exciting experiences children now have. The leader recognises that work is still required to improve the children's attainment further so that it reaches or exceeds the national average.
- Activities for children are appealing, and the imaginative use of resources provides varied experiences for children to develop the full range of skills. Teachers and other adults nurture, encourage and direct children, promoting a sense of achievement and pride in learning.
- Relationships with parents and external partners are strong. Parents who spoke to inspectors were very positive about the start their children get and feel welcomed when they bring their children to school each day. Parents make an effective contribution to children's learning, by providing evidence of what their children are

doing at home as well as supporting sessions in the provision.

- Safeguarding is effective and legal welfare requirements are met assiduously. Staff have received the appropriate training, which is up to date, and the indoor and outdoor areas are safe and secure. Risk assessments are in place to keep pupils safe indoors and outdoors. Staff provide comfort, support and encouragement, showing a good regard for children's well-being.

School details

Unique reference number	130972
Local authority	Wakefield
Inspection number	10047573

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

Type of school	Nursery Infant Junior
School category	Maintained
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	248
Appropriate authority	The governing body
Chair	Pamela Tolley
Headteacher	Emma Jones
Telephone number	01226 722 530
Website	www.ryhill.wakefield.sch.uk/
Email address	headteacher@ryhill.wakefield.sch.uk
Date of previous inspection	27–28 March 2014

Information about this school

- The school is smaller than the average-sized primary school.
- Most pupils are of White British heritage. The proportion of pupils who speak English as an additional language is below average.
- The proportion of pupils who have SEN and/or disabilities is below the national average. A larger proportion of pupils than the national average have an education, health and care plan.
- The proportion of disadvantaged pupils who are known to be eligible for support through the pupil premium funding is just above the national average.
- The school provides full-time places for children in the Reception class and part-time places in the Nursery class.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.

Information about this inspection

- Inspectors visited 23 lessons or parts of lessons across the school to observe teaching and learning. A number of these were conducted jointly with senior leaders.
- Formal and informal discussions took place with senior leaders, including governors, subject leaders, staff, pupils, parents, a representative from the local authority and the school improvement partner.
- Documentation relating to the school’s website and safeguarding, including the single central record and information of recruitment checks, was scrutinised.
- A range of documents was examined, including the school’s self-evaluation, governing body minutes, monitoring of teaching, plans for improvement and analysis of pupils’ attainment, progress, behaviour, exclusions and attendance.
- Pupils’ work in different subjects was scrutinised alongside senior leaders.
- Inspectors listened to pupils read.
- Pupils’ behaviour was observed by inspectors in lessons, during breaktimes and lunchtimes and during assembly.
- Inspectors spoke with pupils about their work informally during lessons and met with groups of pupils to discuss their learning and listen to their views about their school. There were 20 responses to the online pupil survey.
- Inspectors talked to a number of parents at the start of the school day and viewed the results of the school’s own survey of parents’ views. They also took account of the 41 responses to Ofsted’s online questionnaire Parent View and the 30 free-text responses.

Inspection team

Nicola Shipman, lead inspector	Ofsted Inspector
Juliet Wright	Ofsted Inspector

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In the report, 'disadvantaged pupils' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route. www.gov.uk/pupil-premium-information-for-schools-and-alternative-provision-settings.

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