

Inspection of a good school: Ryvers School

Trelawney Avenue, Langley, Slough, Berkshire SL3 7TS

Inspection dates:

16–17 October 2019

Outcome

Ryvers School continues to be a good school.

What is it like to attend this school?

Pupils at Ryvers School love the opportunity to learn and play together. They particularly enjoy learning about the different religions and nationalities represented in the school. The 'Ryvers Heroes' do a great job, helping pupils to develop strong relationships with each other. They use the 'SPICE' rules to encourage pupils to: smile, praise, invite, communicate and enjoy the company of their friends.

Staff are ambitious for pupils and want the very best for them. They ensure that the curriculum equips pupils with the understanding, knowledge and skills they need to do well in the future.

Pupils feel safe in school and learn how to manage risks. The 'choices' scheme helps pupils to consider the impact of their actions and how they can overcome peer pressure. They are adamant there is no racism in this diverse school.

Pupils report that bullying is extremely rare. We found this to be the case too. If it occurs, staff act immediately to make sure that any issues are addressed quickly and sensitively.

Pupils listen carefully in class and take great pride in their appearance and presentation. They follow the school's 'golden rules' and try to go 'over and above' their teachers' expectations.

What does the school do well and what does it need to do better?

Staff think carefully about what they want pupils to learn and provide pupils with clear instructions. They check that pupils have understood the learning, offering extra support or challenge when needed. Most series of lessons build on what pupils already know. This helps them to understand their learning. Sometimes, staff ask pupils to remember too much new information. When this happens, pupils get confused and struggle to complete their work.

Most subjects are carefully planned to help pupils remember more over time. This has been the case for several years, meaning many pupils possess an impressive body of knowledge. For example, Year 6 pupils studied Oceania, referring to their learning of rivers, seas and mountains from Years 3 and 5. Some subjects, such as computing and music, have been revamped more recently. Leaders are even more ambitious for what pupils will learn in these subjects. Teaching is delivered by specialists. However, it is too early for the impact of changes to be seen.

Pupils throughout the school read well. They are taught phonics effectively, and quickly memorise the sounds they need. Pupils are supported to read regularly so as to practise their early reading skills. Any who fall behind are quickly identified and helped to catch up. Older pupils read widely and use this to enhance their learning in other subjects. For instance, pupils in Year 5 read 'Street Child' by Berlie Doherty when considering, in history, the lives and living conditions of Victorian children.

Pupils with special educational needs and/or disabilities (SEND) are well supported. Skilled staff help pupils in the specialist Octopus class to learn, communicate, look after their bodies and to prepare healthy food. Staff are caring and patient with pupils, helping them to overcome the challenges they face. This excellent work is mirrored in the main school where pupils with SEND are quickly identified and supported in class.

Behaviour throughout the school is first rate. Staff manage behaviour in a consistent and fair manner. Any small incident or interruption is addressed swiftly and effectively, meaning that mistakes are rarely repeated. The calm and respectful atmosphere means that pupils can learn and play without unnecessary distractions or worries caused by other pupils.

Leaders plan learning, events and clubs that help pupils to build their cultural understanding. During the inspection, the whole school community delighted in performances of Bhangra dancing and the Haka. The 'book swap' club encourages families to share and enjoy stories from a range of cultures. Pupils donate food and toys to local and international charities, developing their understanding of those less fortunate than themselves.

Safeguarding

The arrangements for safeguarding are effective.

Staff quickly identify and report any concerns that they may have. These include the small indicators that may add up to a bigger picture that a family needs support. In this community, school is often the first point of contact for families and requests for help are handled sensitively. Leaders work with a range of agencies to help to support families, helping to gain the trust of parents and carers.

Governors check the work of the school to ensure that it meets their high expectations and statutory guidance.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Staff carefully consider the key knowledge they want pupils to know and remember. Teaching builds or links to prior learning, helping pupils to really understand new concepts and ideas. On some occasions, staff introduce too much new, or isolated, information, which confuses pupils. Teachers should ensure that new knowledge builds on what pupils have learned before.
- Senior and subject leaders have developed an ambitious curriculum that helps pupils to know and understand more. In most subjects, this is well implemented, meaning that pupils can quickly recall and use their knowledge. In a minority of subjects, these improvements are relatively new. Leaders must continue to check on the implementation of the changes to, for example, the music and computing curriculum, to ensure that they fully meet their aims.

Background

When we have judged a school to be good we will then normally go into the school about once every four years to confirm that the school remains good. This is called a section 8 inspection of a good school or non-exempt outstanding school. We do not give graded judgements on a section 8 inspection. However, if we find some evidence that the school could now be better than good or that standards may be declining, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will convert the section 8 inspection to a section 5 inspection immediately.

This is the second section 8 inspection since we judged the predecessor school, Ryvers Primary School, to be good in February 2012.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use Ofsted Parent View information when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

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.

School details

Unique reference number	138192
Local authority	Slough
Inspection number	10111343
Type of school	Primary
School category	Academy converter
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	707
Appropriate authority	The board of trustees
Chair of governing body	Mark Instone
Headteacher	Pete Rowe
Website	www.ryversschool.com
Date of previous inspection	15 March 2016

Information about this school

- Since the previous inspection, a new executive headteacher, head of school and chair of governors have taken up their posts.
- The school has a specialist resource provision, known as the Octopus class, for eight pupils with autism spectrum disorder.

Information about this inspection

- The inspectors met with senior leaders and two governors, including the chair. One of these governors was also a member of the academy trust.
- The inspectors initially considered the quality of education by looking in depth at reading, mathematics, physical education and music. Inspectors talked to subject leaders, staff and pupils, visited lessons and looked at pupils' work. The lead inspector considered a wider range of subjects on day two.
- Inspectors reviewed the arrangements for safeguarding by scrutinising safeguarding records, interviewing staff and through discussions with pupils.
- The inspectors considered the views of parents shared through the Ofsted surveys. They gathered the views of pupils and staff through surveys, interviews and

discussions conducted throughout the inspection.

Inspection team

Daniel Lambert, lead inspector

Her Majesty's Inspector

Liz Bowes

Ofsted Inspector

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