

# Inspection of Ribble Drive Community Primary School

Ribble Drive, Whitefield, Manchester M45 8TD

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Inspection dates: 19–20 November 2019

**Overall effectiveness** **Good**

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The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Outstanding</b>
Personal development	<b>Outstanding</b>
Leadership and management	<b>Good</b>
Early years provision	<b>Good</b>
Overall effectiveness at previous inspection	Good

## **What is it like to attend this school?**

Pupils are proud of their school. They feel and are safe and happy here. Pupils know that their teachers will help them with any difficulties. Parents and carers value the school's 'strong, caring environment'. They believe that this helps their children to thrive in school.

Leaders have high expectations of both pupils and staff. They want all pupils to live out the school motto, 'to be the best that they can be'. Pupils understand this. They show their respect for teachers by behaving extremely well in class. This helps everyone to get on with their work.

Leaders have provided exceptionally well for pupils' personal development. Pupils describe the exciting opportunities they have to perform in famous theatres and concert halls. Typical comments from pupils include, 'I used to be shy. But at the theatre, I spoke alone in front of 2,000 people, and it felt great!'

Pupils' behaviour is excellent. They expect the highest standards of themselves and of each other. Pupils are clear about what bullying is, and know it is not tolerated at Ribble Drive. If it did happen, they have the utmost confidence that their teachers would put a stop to it.

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

The school is well led and managed. Leaders have a secure understanding of the school's strengths and of the priorities for improvement. The knowledgeable governing body holds leaders to account for the decisions they make. Subject leaders are keen to develop their own knowledge and skills in order to improve learning in their particular subjects. Staff feel valued and well supported.

The curriculum matches the breadth and ambition of the national curriculum. It is well organised in English, mathematics, science, religious education, physical education and music. This enables teachers to plan learning that builds up pupils' knowledge over time. The curriculum is not as well developed in other subjects, but leaders are in the process of bringing this about. They have already taken action to plan next year's curriculum and train staff in those subjects where planning is not so advanced.

Provision for pupils' personal development is excellent. Leaders provide a wide range of activities to allow pupils to develop their talents and interests. These include sports, music and theatre performances, trips and visits to museums and places of worship. Pupils told us how these experiences build their confidence and motivate them to learn. Pupils show high levels of respect and tolerance for difference and diversity. The curriculum is preparing pupils extremely well for life in modern Britain.

Pupils develop a love of reading. They enjoy the books they read together in class

and love listening to their teachers read to them. Younger pupils learn about phonics as soon as they start school. They learn how to break down and blend together the sounds in words to help them read successfully. More pupils are now doing well in the national tests at key stages 1 and 2 in reading and writing, and in the phonics screening check in Year 1.

Teachers have good subject knowledge in mathematics. Teachers make sure pupils' knowledge is secure before moving on. This helps them to plan learning that builds well upon what most pupils already know. However, teachers do not give all pupils work that is demanding enough. This means that some pupils do not make the strong gains of which they are capable.

Expert subject leadership ensures that pupils learn well in science. Teachers know exactly what to teach pupils and when, so that they build up the skills and knowledge they need. Pupils use scientific vocabulary with confidence. For example, pupils in Year 5 could explain their own plans for an experiment with a range of 'variables'.

Pupils with special educational needs and/or disabilities (SEND) benefit from good provision. They are included in all activities and achieve well. Pupils who are disadvantaged and those for whom English is an additional language are supported well.

Teachers have high expectations of pupils' behaviour. Pupils rise to these expectations and display excellent conduct around school. Pupils are extremely polite and well mannered. Their outstanding behaviour contributes to the strong working climate in classrooms. Pupils love school and rarely miss a day.

Children in the early years benefit from good provision. They settle in quickly because adults make sure they feel safe and secure. Children soon learn to play with and alongside each other, and to share and take turns. Children with SEND and those new to English receive effective and timely support. Children are well prepared for Year 1.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders and governors have made safeguarding a priority at Ribble Drive. Staff have a range of training that enables them to recognise when children are at risk of harm. Everyone is confident about the school's clear procedures for reporting any concerns. The school's checks on the suitability of new staff are appropriately rigorous.

Leaders have established effective professional partnerships with a range of agencies. This helps them to secure support for children and families where it is needed.

Pupils know who to talk to if they are worried. They feel and are safe in school, and their parents agree with this view.

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

### **(Information for the school and appropriate authority)**

- The curriculum in English, mathematics, science and music has been carefully planned to ensure that pupils build on their prior learning as they move through school. The school follows a scheme that reflects the national curriculum in physical education and the locally agreed syllabus in religious education. The sequencing of learning is not yet developed as effectively in other subjects. Subject leaders should continue to develop the sequencing of learning and identification of the key learning in each year group in art, design and technology, history, geography and modern foreign languages. As a result, the transition statements have been applied in this inspection to confirm that pupils benefit from a good quality education.
- Leaders want all pupils to do well in mathematics. They have ensured that the curriculum is carefully sequenced and planned so that pupils build up and deepen their knowledge over time. However, leaders do not check that all pupils receive work that is sufficiently demanding. This means that some pupils find the work too easy. Leaders should ensure that teachers provide work that is demanding enough for all so that pupils make the gains of which they are capable.

## **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're 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

<b>Unique reference number</b>	105300
<b>Local authority</b>	Bury
<b>Inspection number</b>	10110954
<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	197
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Mrs Elma Hoyle
<b>Headteacher</b>	Mrs Kathryn Higson
<b>Website</b>	<a href="http://www.ribbledriveschoolprimary.net">www.ribbledriveschoolprimary.net</a>
<b>Date of previous inspection</b>	24–25 June 2015

## Information about this school

- A new chair and several new governors have been appointed to the governing body since the last inspection.
- The school runs a breakfast club that is overseen by the governing body.

## Information about this inspection

We carried out this inspection under section 5 of the Education Act 2005.

- Inspectors met with governors, senior leaders, subject leaders and staff. We took account of 15 responses to the staff survey.
- The lead inspector spoke with a representative from the local authority.
- We spoke with pupils in meetings, in class, and at breaks and lunchtime. We also spoke with some parents at the beginning and end of the school day. We took account of 11 responses to the pupil survey, and 12 responses to the Ofsted online questionnaire, Ofsted Parent View.

- We looked at safeguarding procedures and records of safeguarding and behaviour. We observed pupil behaviour around the school and took into account the school's attendance records.
- We looked at a range of documentation, including evidence of the school's self-evaluation, plans for improvement and records of the work of the governing body.
- In addition to subject-focused activity, we checked the quality of provision in the early years and the implementation of the wider curriculum across the whole school.
- We considered the following subjects in-depth as part of the inspection: reading, mathematics, science and history. Inspection activity in these subjects included: evaluation of curriculum planning; visits to lessons; scrutiny of pupils' work; listening to pupils read; discussions with subject leaders, teachers and teaching assistants and discussions with pupils about their learning in these subjects.

### **Inspection team**

Mavis Smith, lead inspector

Ofsted Inspector

Janette Walker

Ofsted Inspector

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