

Inspection of Lancaster Ryelands Primary School

Torrisholme Road, Lancaster, Lancashire LA1 2RJ

Inspection dates: 23 and 24 February 2022

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Early years provision **Good**

Previous inspection grade Good

What is it like to attend this school?

Ryelands is a welcoming school. Pupils said that they have fun and enjoy attending school. Pupils like their learning activities. Leaders have high expectations of what pupils can achieve. These expectations are reflected in the effective curriculum that leaders have designed for all pupils, including children in the early years. Pupils spoke with enthusiasm about Ryelands being a 'reading school'.

Leaders and staff truly care about the pupils who attend the school. They know pupils' backgrounds and interests well. Curriculum thinking is underpinned by a shared goal that every individual is respected, valued and nurtured.

There is a strong sense of community at the school. Pupils are proud to state that everybody at the school is treated equally. Pupils learn to respect and understand differences between themselves and other people, including those from different backgrounds and cultures.

Pupils behave well across the school because teachers have high expectations right from the start of children's entry into the Nursery class. Pupils said that they feel safe at school and that staff deal swiftly with any bullying. Pupils learn to persevere when they initially encounter difficulties, because of the skilful support of staff.

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

Leaders have designed a curriculum that reflects their high aspirations for all pupils to succeed, including disadvantaged pupils and those with special educational needs and/or disabilities (SEND). Staff make effective use of the local area in order to bring the school curriculum to life. Teachers use the subject curriculums well to prepare appropriate learning activities.

In most subjects, leaders have ordered what pupils will learn in a logical manner. This helps pupils to build on what they have been taught before. As a result, pupils achieve well in these subjects. However, in a small number of other subjects, the curriculums are not as well ordered. This means that teachers are not sure of what needs to be taught and when this should happen. This hinders pupils' progress through the curriculum.

Leaders make certain that all staff place a great emphasis on celebrating reading and teaching pupils to read. The new library, centred at the heart of the school, is inviting and well used. Children learn how to read as soon as they start school. Leaders have adopted a systematic approach to phonics teaching and assessment. If some pupils fall behind, trained adults give them extra help to catch up quickly. Teachers make sure that pupils read books that match their phonics knowledge. As a result, most pupils read with increasing accuracy and fluency.

In all year groups, including the early years, teachers regularly check what pupils have learned and remembered across most of the curriculum. They provide additional support where needed. This enables pupils to build successfully on their skills and knowledge from early years to Year 6.

Leaders work closely with staff in early years and across the rest of the school to identify the needs of pupils with SEND. Effective support is in place to support pupils with SEND to access the curriculum. Parents and carers of pupils with SEND receive timely updates about their children's learning.

Leaders have trained staff well to deal with pupils' behaviour in a consistent manner. Pupils follow the rules and show positive attitudes to their learning. This means that pupils, including those with SEND, can get on with learning the curriculum without distraction.

Leaders and teachers plan a wide range of opportunities through the school year for pupils' wider learning. Pupils get regular opportunities to develop as responsible and respectful citizens. Pupils attend a wide range of extra-curricular activities which complement their classroom learning.

School leaders know what is working well at the school and what needs to improve. The experienced governing body share leaders' aspirations for pupils' success. Governors ask leaders searching questions, so that they have an accurate view of the school.

Teachers are fully involved in deciding how best to adapt and strengthen the education that pupils receive. Staff appreciate how leaders have brought about improvement while at the same time looking after their workload and well-being.

Safeguarding

The arrangements for safeguarding are effective.

The whole school team is committed to ensuring that pupils are safeguarded. Staff receive regular training and updates on how to keep pupils safe.

Staff, parents and pupils know how to raise safeguarding concerns with the school's pastoral team. Leaders work effectively with external agencies to ensure that pupils get the support that they need. Leaders' record-keeping is meticulous and detailed.

Pupils talked knowledgeably about how they stay safe online.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The curriculum is not as well ordered in some subjects as it is in others. This hinders teachers from planning activities that help pupils to build on what they

know. As a result, some pupils are not able to remember the important knowledge that they need to be successful in the future. Leaders should review the curriculum for these subjects to ensure that they provide sufficient guidance for teachers to help pupils to know and remember more over time.

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 information from Ofsted Parent View 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 the school and 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	119132
Local authority	Lancashire
Inspection number	10199598
Type of school	Primary
School category	Community
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	403
Appropriate authority	The governing body
Chair of governing body	Andrew Jarman
Headteacher	Linda Pye
Website	www.ryelands.lancs.sch.uk
Dates of previous inspection	21 and 22 January 2016, under section 5 of the Education Act 2005

Information about this school

- Leaders do not make use of any alternative provision.

Information about this inspection

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

This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.

- Inspectors held meetings with the headteacher, leaders, teachers and support staff.
- The lead inspector met with four members of the governing body, including the chair of governors. She spoke by telephone with a representative of the local authority.
- Inspectors spoke with pupils about behaviour at the school. Inspectors observed behaviour in classrooms, corridors and the playground.

- Inspectors reviewed leaders' self-evaluation documents and improvement plans, minutes of governing body meetings and information on the school's website.
- Inspectors examined leaders' records in relation to safeguarding. Inspectors spoke with leaders, staff and pupils about safeguarding.
- Inspectors considered responses from parents to Ofsted Parent View, including the free-text comments. Inspectors spoke with parents at the start of the school day. Inspectors took account of the responses to Ofsted's staff's and pupils' surveys.
- As part of this inspection, inspectors did deep dives in these subjects: early reading, mathematics, art and design and history. During these activities, inspectors discussed the curriculum with subject leaders and visited lessons. Inspectors also spoke with teachers and pupils and reviewed samples of pupils' work. Inspectors listened to some pupils reading.
- Inspectors also considered curriculum information and spoke with leaders and pupils about a range of other subjects.

Inspection team

Julie Brown, lead inspector	Ofsted Inspector
Barbara Dutton	Ofsted Inspector
Lindy Griffiths	Ofsted Inspector

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