

# Inspection of a good school: Ryefield Primary School

Ryefield Avenue, Hillingdon, Uxbridge, Middlesex UB10 9DE

---

Inspection dates:

28 and 29 March 2023

## Outcome

Ryefield Primary School continues to be a good school.

## What is it like to attend this school?

Leaders have high ambitions for pupils, and this is reflected in the quality of work that pupils produce. Alongside their academic work, pupils appreciate the opportunity to experience a wide range of sports. For instance, they talk about the 'taster sessions' in fencing, archery, golf and basketball, which they thoroughly enjoyed taking part in.

Leaders set high expectations for pupils' behaviour, both in and out of the classroom, and pupils rise to meet these well. They are polite to each other, listening to what other people have to say and responding with kindness. Such values are part of the 'Ryefield School Creed', which underpins the school's approach to developing pupils' character.

Pupils are happy and feel safe in this school. They trust the adults who work with them. School records show that bullying of any type is rare, and pupils confirm this. If bullying does happen, staff deal with it quickly. The actions that they take are usually effective in preventing it from happening again.

Pupils are proud to be part of an inclusive school. All pupils have access to clubs and wider opportunities. Many pupils have represented the school in a range of extra-curricular activities, such as sports competitions and debating sessions.

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

Leaders have ensured that the curriculum clearly maps out the knowledge, skills and vocabulary that pupils will learn from early years to Year 6. This supports teachers to choose purposeful learning opportunities that build on what pupils already know. Leaders and teachers check that pupils remember important knowledge. They use this assessment information to decide the next steps. A large number of children join the

school with low communication and language skills. As such, the development of vocabulary is the hallmark of the school's curriculum.

Reading underpins the whole curriculum. Leaders have put systems in place to check pupils' reading skills. This includes identifying gaps in pupils' phonic knowledge. There is a layered approach to the teaching of reading. This includes whole-class teaching, teaching to smaller groups of pupils and individual support, where required. Published data from 2022 shows that some pupils did not achieve the expected standard in reading by the end of Year 6. In response, leaders have redoubled their efforts to embed phonics in the earliest stages, including in the early years. Teachers promote a love of reading through the English curriculum, daily reading sessions and story times.

Leaders ensure that a wide range of resources are available in all classes. Teachers use these well to support pupils, including those with special educational needs and/or disabilities (SEND), to learn. The needs of pupils with SEND are identified with precision, and they study the same topics as their peers. However, where needed, staff break the learning down into smaller steps to help pupils develop their fluency and confidence.

Teachers use a range of approaches to check pupils' learning. They use their knowledge of pupils' understanding to address any misconceptions that pupils may have. Many teachers use questioning effectively to help pupils explain their reasoning. Sometimes, however, teachers do not show pupils clearly enough how to use a particular technique to solve a problem, and they do not make sense of the meaning hidden behind some subtle text. As a result, some pupils are left a little confused for too long.

Leaders have embedded a systematic, consistent behaviour approach across the school. Staff understand pupils and their individual needs. Pupils are respectful and supportive of each other, and low-level disruption in class is rare. Even when pupils find work difficult, they show resilience and determination to overcome the challenges they face.

Leaders are passionate about preparing pupils for life beyond Ryefield Primary. This passion is evident in the way that they have planned for pupils' personal development, underpinned by the 'Ryefield School Creed'. This interweaves rich personal, social, health and economic education with responsibility, respect and commitment. Pupils focus on these aspects in both academic and enrichment activities.

The trust and the executive headteacher support leaders well. This means that other leaders have grown from strength to strength. Governors and trustees bring skills and expertise from a wide range of backgrounds. They support and challenge leaders effectively. Staff say that leaders are mindful of their workload. Staff feel valued, and staff morale is high.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders have made sure that safeguarding is everyone's business. Leaders and staff do all they can to make sure that pupils are safe. The members of the safeguarding team are knowledgeable and carry out their roles efficiently. Leaders organise regular training for all staff. As a result, staff know what to do if they have a concern about a pupil's welfare. The curriculum teaches pupils how to stay safe in school and beyond the school gate. Pupils say they feel safe because they trust staff to look after them. Pupils know what to do to stay safe online.

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

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

- Published outcomes from 2022 show that some pupils did not make enough progress through the reading curriculum by the end of Year 6. As a result, they did not achieve the expected standard in reading, which impacts on their readiness for the next phase of education. Leaders should fully embed the plans and strategies they have introduced this year to prioritise the teaching, assessment and review of early reading across the school.
- Sometimes, teachers do not model the use of a particular strategy or technique to solve a problem or perform a task well enough. This means that some pupils are not well acquainted with the individual steps they might take to tackle a problem. Leaders should ensure that all teachers have the knowledge and skills to model effective approaches for solving multi-step problems or performing a challenging task.

## **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 an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually, this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the first ungraded inspection since we judged the school to be good in October 2017.

## **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.

## **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>	141718
<b>Local authority</b>	Hillingdon
<b>Inspection number</b>	10255498
<b>Type of school</b>	Primary
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	3 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	452
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Martina Lecky
<b>Headteacher</b>	Colin Tucker (executive headteacher) Natasha Cadette (head of school)
<b>Website</b>	<a href="http://www.ryefieldprimary.org.uk">www.ryefieldprimary.org.uk</a>
<b>Date of previous inspection</b>	17 and 18 October 2017, under section 5 of the Education Act 2005

## Information about this school

- The head of school position is new, and the current incumbent joined the school in September 2021.
- Leaders do not make use of any alternative provision.

## Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with leaders and has taken that into account in their evaluation of the school.
- The inspector held meetings with the executive headteacher, head of school, assistant headteachers and the inclusion leader. The inspector also met with the chief executive officer of the trust and held a phone conversation with the chair of the local governing body.
- The inspector carried out deep dives in these subjects: early reading, mathematics and physical education. For each deep dive, the inspector discussed the curriculum with

subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.

- The inspector also spoke to leaders about the curriculum in other subjects.
- The inspector spoke with leaders, school staff and pupils about measures to safeguard pupils' well-being. The inspector examined records and other documentation about safeguarding.
- The inspector reviewed the responses of staff, parents and carers to the Ofsted surveys.

### **Inspection team**

Nasim Butt, lead inspector

Ofsted Inspector

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2023