

Inspection of Ryders Green Primary School

Claypit Lane, West Bromwich, West Midlands B70 9UJ

Inspection dates: 18 and 19 July 2023

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Outstanding
Leadership and management	Good
Early years provision	Outstanding
Previous inspection grade	Good

What is it like to attend this school?

At Ryders Green Primary School, leaders have high aspirations for what pupils can achieve. The school motto, 'make the most of a child's one chance' is realised. Pupils flourish both academically and socially. From an early age, pupils learn about careers. They talk enthusiastically about their plans for the future.

Pupils meet leaders' high expectations for behaviour. This starts in early years. Staff make sure that pupils follow the rules, but also support pupils who need to manage their behaviour. So, at all times, the school is a calm place in which to learn. Bullying does not worry pupils. They know that leaders will respond to any incidents of bullying and take effective action. This helps pupils to feel safe in school.

Pupils are proud of their school. They appreciate the wide range of opportunities they have to stretch their talents and interests. This may be taking part in a musical performance or growing plants in the school garden.

Leaders help pupils to become responsible, active citizens. They do this exceptionally well. Pupils can be a member of the school council, a games leader or a fruit and milk monitor. Pupils support their local community. They donate food to the local food bank and raise money for charity. Pupils take on these responsibilities willingly.

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

Leaders have developed a broad and balanced curriculum. They think carefully about what pupils will learn in different subjects. Lessons are well planned and sequenced. As a result, teachers are clear about what to teach and when to teach it. Teachers regularly revisit pupils' prior learning. They make effective links between different subjects. This helps learning to stick in pupils' minds.

All pupils, including those with special educational needs and/or disabilities (SEND), study a broad range of subjects. Most pupils with SEND study all subjects alongside their peers. A small number of pupils with complex SEND needs, at times, require additional help with their learning outside the classroom. This successfully meets their individual SEND needs so that all pupils achieve well.

Reading is a key focus for the school. Children in early years quickly develop a love of reading. There is a highly effective reading programme in place. Staff receive training to deliver it. Leaders regularly check how well pupils are reading. They put appropriate support in place for those who need it. As a result, pupils develop into confident, fluent readers. The value of reading is evident around the school. Every classroom has a reading area and there are reading hubs around the school. A staff reading committee meets to explore different ways to promote reading. Pupils say they enjoy reading. They read widely and often.

Children get off to an excellent start in early years. The Nursery and Reception classes provide a welcoming, nurturing environment. Adults are highly attentive and know how to support the children exceptionally well. Learning activities have a sharp focus on the development of children's early reading and understanding of number. This helps children to become exceptionally well prepared for Year 1.

Clearly established routines for behaviour begin in Nursery. Children learn to take turns and share equipment. These expectations continue throughout other year groups. Leaders teach pupils that everyone is different. This starts in early years. Pupils therefore respect each other's differences and support one another.

Leaders provide good care for pupils with SEND. They identify the needs of pupils early and seek advice from external agencies when needed. Teachers use SEND review sheets to set pupils' termly targets. However, leaders have not ensured that these targets are precise enough. It is unclear on most pupils' review sheets what staff need to do to help pupils achieve their targets or how they will know if pupils have achieved them. This limits some pupils' progress in overcoming some barriers to learning.

Leaders promote pupils' personal development exceptionally well. They create a wide, rich set of experiences for pupils to develop their interests. Pupils' take-up of after-school activities is strong. They are rewarded for their attendance at these activities through graduations at a local university. Pupils also make a valuable contribution to their community. For example, the school choir performs for residents at a local home and the band performs for children who are being cared for at a local hospital.

Staff work closely together and support each other. Leaders are mindful of their well-being and workload. Staff value this support.

Governors are committed to the school. They ensure that bought-in services provide good value for money. However, at times, they do not have a clear understanding of some of the school's areas for development. This includes how leaders ensure that the school fully meets the needs of pupils with SEND. This limits their ability to make informed strategic decisions and to hold leaders to account.

Safeguarding

The arrangements for safeguarding are effective.

Staff take pupils' welfare seriously. They report concerns, knowing that leaders will take effective action. Leaders make sure that all staff have appropriate training. This helps staff to identify any pupils who may be at risk from harm. Effective links with external agencies mean that pupils and their families get the right help they need when they need it.

Pupils are taught how to keep themselves safe through lessons and assemblies. For example, in swimming, pupils learn about water safety. Leaders also teach pupils how to stay safe online.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Leaders have not ensured that some information for pupils with SEND is as effective as it could be to help support these pupils' learning. Targets are not precise, the information about what support will look like for individual pupils is unclear, and most targets are not measurable. This limits pupils' progress. Leaders should ensure that teachers have the knowledge and appropriate skills they need to collect and use information that supports pupils with SEND to achieve the best possible outcomes.
- Governors do not have a clear understanding of some of the school's areas for development. This includes the school's provision for pupils with SEND. This limits their ability to think and act with well-informed, strategic purpose. The local authority should continue to support governors to ensure that they have the appropriate knowledge and skills to successfully hold leaders to account for the quality of education on offer.

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

Unique reference number	103979
Local authority	Sandwell
Inspection number	10256910
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	452
Appropriate authority	The governing body
Chair of governing body	Martin Perry
Headteacher	Lucy Blackmore
Website	www.rydersgreenprimary.co.uk
Date of previous inspection	21 November 2017, under section 8 of the Education Act 2005

Information about this school

- The previous assistant headteacher left the school in December 2022.
- A new assistant headteacher was appointed in January 2023.
- The school does not use alternative provision.
- The school has a breakfast club operating on the site. This provision is managed by the school.

Information about this inspection

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

- This was the first routine inspection the school received since COVID-19 pandemic began. The inspectors discussed the impact of the pandemic with leaders and have taken this into account in their evaluation of the school.
- The headteacher was absent from school during the inspection, therefore the inspectors met with the deputy headteacher, other leaders, a governor and the chair of the governing body, staff and pupils.

- The lead inspector spoke on the telephone to a representative of the local authority. She also spoke on the telephone to a governor.
- The inspectors carried out deep dives in early reading, mathematics, history and art and design. For each deep dive, the inspectors 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 lead inspector listened to pupils read to a trusted adult.
- The inspectors talked to pupils and staff during the day. They also talked to parents and carers at the school gate.
- The inspectors evaluated a range of school documents and looked at information on the school's website.
- The lead inspector met with the school's safeguarding leader to discuss how the leaders keep pupils safe.
- The inspectors reviewed the responses to Ofsted's staff survey. They also considered the responses to Ofsted Parent View, including free-text responses.

Inspection team

Lesley Yates, lead inspector	Ofsted Inspector
Russell Hinton	Ofsted Inspector
Anne Potter	Ofsted Inspector

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