



# Ryefield Primary School

## Inspection Report

**Unique Reference Number** 102397  
**Local Authority** Hillingdon  
**Inspection number** 286361  
**Inspection dates** 6–7 November 2006  
**Reporting inspector** Steven Hill

This inspection of the school was carried out under section 5 of the Education Act 2005.

<b>Type of school</b>	Primary	<b>School address</b>	Ryefield Avenue
<b>School category</b>	Community		Hillingdon
<b>Age range of pupils</b>	3–11		Uxbridge UB10 9DE
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01895238328
<b>Number on roll (school)</b>	406	<b>Fax number</b>	01895236343
<b>Appropriate authority</b>	The governing body	<b>Chair</b>	Mrs Elaine Down
		<b>Headteacher</b>	Mr Paul Dodd
<b>Date of previous school inspection</b>	20 January 2003		

<b>Age group</b>	<b>Inspection dates</b>	<b>Inspection number</b>
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## Introduction

The inspection was carried out by three Additional Inspectors.

## Description of the school

This is a large primary school with a Nursery. About two thirds of pupils are of White British heritage, with the rest from a variety of minority ethnic groups. Pupils' social circumstances cover a wide range but overall are broadly average. About one in five pupils have a mother tongue other than English but only five are in the early stages of learning English. A lot of money has been invested in the buildings and environment in recent years.

## Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## Overall effectiveness of the school

### Grade: 2

This is a good school that has made significant improvements over the last few years, and is well placed to improve further. Standards of attainment, levels of attendance and the quality of teaching are all significantly better than at the last inspection.

Pupils now achieve well because of good teaching, and good systems to guide them in their learning. Standards are above average by Year 6. Good relationships and high expectations of work and behaviour ensure that pupils try hard and make good progress in lessons. Teachers make lessons interesting and exciting so pupils find them fun.

Very good use is made of individual targets to motivate pupils, who respond positively to the thoughtful marking of their work. Despite these strengths, a minority of lessons are only satisfactory. This is often when teachers give all pupils the same tasks. While pupils who struggle with their work do well, because of the help they get from skilled support staff, high-fliers make just satisfactory progress in these lessons because the work does not challenge them sufficiently.

There is a good curriculum that strongly supports pupils' basic literacy and numeracy skills, and their personal development. Links between different subjects are satisfactory, and those in place in English make learning more meaningful and interesting to pupils, and help raise standards. The school is working to make links more systematic and extensive, to raise standards further.

Pupils' personal development is good, and there are good levels of pastoral care, so that they feel safe and secure. Behaviour is good and pupils have positive attitudes to school. They have good relationships with staff and with each other, enjoying both work and play. They are reaching a good understanding of healthy lifestyles and join in enthusiastically with physical activities in lessons, clubs and at playtimes.

Provision in the Foundation Stage is satisfactory. Children are happy, motivated and eager to learn. They have good opportunities to make choices, as well as getting good, specific teaching from adults. However, not enough use is made of the outside area in the Reception class to help children make progress in all areas of their learning.

Good leadership and management have led to the significant improvements that have been made. Self-evaluation is strong. There are good systems to keep track of standards and to address any issues that arise. Similarly, effective monitoring of teaching and feedback to staff have helped teachers to improve their work. Most recently, a concentration on raising standards in English has led to significant improvements in standards, particularly in the numbers of pupils reaching the higher levels.

### What the school should do to improve further

- Increase and make more systematic the links between different subjects of the curriculum, to raise pupils' interest and standards further.
- Ensure that more able pupils make good progress in all their lessons by always giving them challenging tasks.

- Make more use of the outside provision for the Reception class to support children's progress in all areas of learning.

## **Achievement and standards**

### **Grade: 2**

Achievement is good and improving. Standards are above average and rising.

Children start school with standards similar to those found nationally, although this varies from year to year. They make satisfactory progress in the Foundation Stage and standards are broadly average when they go into Year 1. At the end of Year 2, standards have been slightly above average for some time. For the pupils who were assessed in 2006, this represents good progress, as the standards of this group were below average when they left the Reception class.

Good progress continues across the school to Year 6, where standards are now above average in English, mathematics and science. Standards improved considerably in English last year, having previously lagged behind the other subjects. The better standards followed from the school's concentration on improving pupils' speaking, listening and writing skills last year.

All pupils make good progress overall although, in a few lessons, the progress of high-fliers is just satisfactory when they are given work that is not sufficiently challenging. Pupils with learning difficulties and disabilities make good progress because of the effective help they get, particularly from learning support assistants. For some years, boys in the school had not done as well as girls. Boys and girls now make similar progress, after successful work by the school to address this issue. Bilingual pupils make the same good progress as their classmates.

## **Personal development and well-being**

### **Grade: 2**

Pupils' personal development and well-being are good. Pupils are happy and enjoy school. One pupil said 'Coming to school is so much fun'. Behaviour is good overall and is often very good in lessons. The school is a harmonious community in which racial or bullying incidents are rare. Pupils show respect and tolerance for each other and recognise and appreciate differences in cultures and faiths. They demonstrate good, safe practices around the school environment. Attendance is average and continues to improve.

Pupils' spiritual, moral, social and cultural development is good. From Nursery upwards, they are physically active, taking advantage of the vastly improved outdoor provision and the many sports clubs. Older pupils extend their self-confidence and teamwork when they compete successfully against other schools in a variety of sports. Pupils make a good contribution to the community, through activities such as fund raising for charity and producing a newspaper for parents. Members from the school council express their views with confidence and listen well to others. Pupils develop good

basic skills and positive attitudes to work that will help them in the next stage of their education and in the world of work.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Teaching and learning are good. Lessons are calm, orderly and purposeful, because pupils respond positively to high expectations. They like their teachers, so they work hard and behave well to please them. Teachers make good use of targets to motivate pupils, and give them good feedback on how they can improve their work. This strongly supports pupils' positive attitudes to work, and the good progress they make.

Teachers try hard to make lessons interesting and make increasing use of investigative work in different subjects, as well as providing good opportunities for practical work, to generate enthusiasm. They explain things well, making good use of interactive whiteboards to clarify things. Pupils' progress is often enhanced when teachers get them to sort out their ideas through discussion, in pairs or in groups. In other lessons, however, opportunities to do this are missed. The data from the school's good assessment systems are generally used well to match work to pupils' needs. However, at times all pupils are given the same work, and then more able pupils' progress suffers because the work is not sufficiently challenging. Teachers make effective use of the skilled support assistants to help pupils learn, particularly those who have learning difficulties or disabilities.

### **Curriculum and other activities**

#### **Grade: 2**

The school's good curriculum is well-planned, enabling pupils to benefit from a broad range of subjects and activities. The school's recent focus on practising writing skills in a range of subjects has led to improved standards and enthusiasm from pupils. The school is working to increase further the creative links between subjects that make learning more relevant for pupils. Recent improvements in equipment, including much better computer facilities, have enriched pupils' learning. A wide range of visits, visitors and special events such as Culture Carnival Week enrich the curriculum and contribute to pupils' good cultural development. Pupils learn to lead healthy lives and to adopt safe practices through a well planned personal, social and health education programme. Many participate eagerly in the extensive range of extra curricular activities, particularly sports.

### **Care, guidance and support**

#### **Grade: 2**

The school provides good care, support and guidance. Child protection procedures are secure and staff have received appropriate training. Health and safety procedures are good and regular checks help to ensure pupils are safe and secure. Good relationships

mean that pupils are confident in seeking help or reassurance from the adults in school when necessary.

Academic support and guidance are good. Pupils are set challenging individual targets to aim for and most are well aware of these. This is a major factor in pupils' good progress. Pupils are able to describe the process involved in setting their targets as well as the benefits. Marking provides clear guidance on how well pupils have succeeded and, in most cases, informs them on how to improve. Pupils with learning difficulties and disabilities are well supported, as are the small number of pupils at the early stages of learning English.

## **Leadership and management**

### **Grade: 2**

Leadership and management are good. As a result of the effective leadership of the headteacher, there is a strong sense of shared purpose and a clear vision for future development among staff. Significant improvements have been made since the last inspection. School leaders know the school well and there are strengths in the way the school checks its own performance. Assessment data is analysed effectively and is used well to set challenging targets for the school and for individual pupils. As a result, weaknesses in pupils' performance are quickly spotted and effective action taken to bring about improvement as in the case of standards in writing and the achievement of some boys. As yet, the school does not have a clear system for plotting the achievement of children across the Foundation Stage, and this is being developed.

Teaching is closely monitored and teachers' targets for improvement linked to school priorities and their own professional development. Careful checks are made to ensure that advice given to teachers is taken up. This rigorous process has led to improvements in the quality of teaching and learning. Planning for improvement is good. Priorities arise out of careful analysis of school information and the views of all stakeholders. The school seeks the views of pupils and their parents regularly and acts upon them when appropriate. Parents are strongly supportive of the school and appreciate what it does for their children.

Governors have significantly improved the way they monitor and evaluate the school's work to ensure initiatives are well implemented. They keep themselves well informed and discharge their responsibilities well. They are supportive yet provide challenge to the school to improve standards and the quality of provision.





## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	<b>School Overall</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	2
How well does the school work in partnership with others to promote learners' well-being?	2
The quality and standards in the Foundation Stage	3
The effectiveness of the school's self-evaluation	2
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

### Achievement and standards

<b>How well do learners achieve?</b>	2
The standards <sup>1</sup> reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	2
The extent of learners' spiritual, moral, social and cultural development	2
The behaviour of learners	2
The attendance of learners	3
How well learners enjoy their education	2
The extent to which learners adopt safe practices	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	2
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	2
<b>How well are learners cared for, guided and supported?</b>	2

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively performance is monitored, evaluated and improved to meet challenging targets	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

## **Text from letter to pupils explaining the findings of the inspection**

Thank you for your warm welcome when we visited your school. We enjoyed talking to you and watching you at work in lessons. You told us that you enjoy being at Ryefield, and we could see why.

Ryefield is a good school. You are all making good progress because your teachers are good at helping you to learn. They try hard to make lessons interesting and exciting, and you all work hard. This means that your standards are going up and by Year 6 you are doing well in English, maths and science. You told us how much you enjoy the work you do that links different subjects together, especially in writing. We have asked the teachers to carry on doing this in all the different subjects, to make your work even more interesting.

We were very impressed by how well you know your targets, and we think this is helping you to make such good progress. The staff keep a careful eye on how you are getting on and try to make sure you get work that is just right. Sometimes, pupils who are doing really well get work that is too easy for them, so we have asked your teachers to check that they get harder work in future.

We enjoyed seeing how well you get on with each other, and how well you behave. The school council is a big help to the adults in explaining what you think and giving them good ideas. Like the rest of you, the children in the Nursery and Reception classes really enjoy school and settle in very happily. We have asked the staff in Reception to try to make sure that the work they do outside is even more interesting and varied.

The headteacher, staff and governors are good at organising things, and this means the school is always improving. We hope you carry on enjoying school and working hard.

Best wishes,

Steven Hill

Lead inspector