



# Rykneld Primary School

## Inspection Report

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**Unique Reference Number** 124063  
**Local Authority** Staffordshire  
**Inspection number** 292878  
**Inspection date** 2 October 2006  
**Reporting inspector** Frances Gillam

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

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<b>Type of school</b>	Primary	<b>School address</b>	Main Street
<b>School category</b>	Community		Branston
<b>Age range of pupils</b>	4-11		Burton-on-Trent DE14 3EX
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01283 239475
<b>Number on roll (school)</b>	460	<b>Fax number</b>	01283 239476
<b>Appropriate authority</b>	The governing body	<b>Chair</b>	Mark Hall
		<b>Headteacher</b>	Mike Wenn
<b>Date of previous school inspection</b>	17 October 2002		

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## Introduction

The inspection was carried out by one Additional Inspector.

## Description of the school

Rykneld is a larger than average primary school. It is a 'pathway school', which means it has facilities which cater for pupils who are physically impaired and/or hearing impaired. At the time of the inspection, very few pupils were making use of the specialised facilities. The proportion of pupils with learning difficulties and/or disabilities is lower than average. Almost all pupils come from a White British background.

## 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. Parents are right when they say 'the support and encouragement children receive help them to grow in confidence and do well.' Pupils feel well cared for and are very happy to come to school. They say 'our school is a good place to be, and people are kind and generous.' The warm and caring school environment heightens pupils' enjoyment of school and develops in them a strong sense of their own worth and that of others. Consequently, they support one another and most behave extremely well. Pupils feel their ideas are taken seriously and they are influential in making their school a better place. A good range of curriculum activities, during and outside the school day, enhance learning and consolidate pupils' understanding of how to care for themselves. Many lead active and healthy lives because they choose to participate in sporting activities and make sensible choices about what to eat.

Good teaching ensures that pupils, including those who need extra help with their work, achieve well and this leads to above average standards by the time they leave the school. Good provision in the Foundation Stage ensures that children experience a wide range of activities that successfully support their learning. They settle well into school and grow in confidence. Consequently, most children meet or exceed the goals for their age by the time they enter Year 1. This good start is carefully built on and pupils in all year groups continue to do well. This is particularly noticeable in reading, writing and science. Recent changes to teaching have proved successful in capturing boys' interest and have resulted in them doing better in reading and writing. This accounts for the overall improvement in standards in these areas. Pupils have a good idea of how well they are doing in English and what they need to do to get better. Knowing the next steps in their learning provides a very good incentive for pupils to work hard and do their best, but this level of guidance is yet to be fully successful in mathematics. Standards in mathematics have been slower to rise and are broadly average. While most pupils do well in mathematics, and there is good support for those who may be struggling, the more able pupils could do better. This is because not all teachers use assessment information sufficiently well to pitch activities at a level that challenges them.

The school is led and managed well. School self-evaluation processes are effective and the headteacher, senior managers and governors have an accurate view of how well the school is doing. They carefully check its performance and ensure priorities for improvement are firmly based on helping all pupils to do their best. The capacity to improve is good. Action to bring about change for the better is often successful, most notably in English with improvements in reading and writing by Years 2 and 6. Senior managers acknowledge that there is still some way to go to achieve the same level of performance in mathematics.

### **What the school should do to improve further**

- Improve the teaching of mathematics to make sure the more able pupils are fully challenged and pupils receive the guidance they need to improve and do even better.

## **Achievement and standards**

### **Grade: 2**

Pupils achieve well and standards are above average by the time they leave the school. Children's attainment when they start school is broadly average. They make good progress and most meet or exceed the goals expected for their age by end of the Foundation Stage. Standards at the end of Year 2 have improved since the last inspection with reading, writing being particularly strong. Standards have also improved by Year 6 and are above average. However, even though most pupils do well in mathematics, the more able pupils could do better. This accounts for the slower rise in standards in mathematics than in English and science.

Throughout the school, pupils of all abilities do well in reading and writing. Developments in these areas are working well and have proved particularly appealing to boys. Here, work builds effectively on what pupils have learned before and pupils respond well to the challenging targets set for them. In mathematics, the more able in some classes do not make the same good progress as other groups do because there is a lack of challenge in the work they are given.

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

### **Grade: 2**

Pupils' personal development and well-being, including their spiritual, moral, social and cultural development, are good. The pupils' enjoyment of school is reflected in the high attendance rate. Pupils are interested and motivated in their work, commenting 'lessons are fun and there are always exciting things for us to do.' Pupils have an excellent understanding of healthy living. They enthusiastically participate in the many sporting activities on offer and choose to eat a well-balanced diet. Pupils move safely in and around the school and behave extremely well. The school council plays an active part in making the school a better place and the members represent their classmates very well. They make a good contribution to the community by raising funds for charity, although they take part in relatively few local events. Pupils' ability to work together and their good personal skills create a firm foundation for the future.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Children in the Foundation Stage make a good start which helps them settle quickly into school. They are prepared well for their next stage of learning because the skills of reading, writing and mathematics are taught effectively. Throughout the school, pupils build well on their earlier experiences. They enjoy working together and find 'talking partners' a particularly useful way to develop their understanding and share their ideas. Lessons are often lively and most tasks challenge pupils to think and to try out their ideas. For the past two years, the school has introduced a number of

different ways to motivate pupils and encourage them to do even better in reading and writing. These are working well. Pupils respond very positively to interesting texts and exciting writing topics, as well as the chance to explore their ideas through drama. Boys find reading and writing activities more appealing and are now motivated to try their best. Teachers use assessment information well to pitch activities at just the right level to challenge pupils in English but this is not the case in mathematics. Here, assessment is not used as consistently, with the result that work, especially for the more able pupils, can be too easy and the pace of learning not quick enough.

## **Curriculum and other activities**

### **Grade: 2**

From the Foundation Stage through to Year 6, a good curriculum made up of a rich and varied range of experiences ensures that pupils are interested and focused on their learning. Activities are often relevant and interesting and for the most part they build well on what pupils have learned previously. Throughout the school, pupils experience many exciting activities, some of which contribute very well to their understanding of their personal worth, and help them to make healthy choices and to keep safe. These include an extensive range of out-of-school activities and visitors to the school. Considerable improvements have been made to the range of information and communication technology (ICT) equipment, including a new computer suite. These improvements are increasing the use of ICT to support work in other subjects but as yet this is not fully developed.

## **Care, guidance and support**

### **Grade: 2**

The care, guidance and support pupils receive are good. Pupils say they 'feel safe and free from harm'. Most pupils say they are treated fairly and that problems are sorted out quickly. Staff pay very good attention to pupils' personal needs and provide good quality support for pupils who may need extra help with their work. Pupils enjoy a challenge and like the targets set for them in English. These provide very clear guidance about how they can improve in reading and writing, but as yet they do not receive the same level of guidance in mathematics.

## **Leadership and management**

### **Grade: 2**

Senior managers and governors know the school well and have a clear idea of what they need to do to improve the school's effectiveness. Regular observation of lessons, tracking of pupils' progress and careful examination of the school's performance identify the right areas for development and ensure that these developments drive improvements in pupils' achievements. Making change for the better is successful and the capacity to improve is good. This is evident in the improved provision and progress in English and science. Senior managers acknowledge that improvements in mathematics

have lagged behind those of English and science and that they have yet to take successful action to address this.

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## 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	2
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	1
The attendance of learners	1
How well learners enjoy their education	2
The extent to which learners adopt safe practices	1
The extent to which learners adopt healthy lifestyles	1
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**

I really enjoyed my visit to your school. Thank you for making me feel so welcome.

You think your school is good and I agree! Many of you do well at Rykneld and standards are above those found in many other schools. You are well cared for and the staff keep you safe and free from harm. They value your efforts and this makes you try extra hard to be good. This is why so many of you behave extremely well. You are polite and helpful and make a good job of helping to improve your school. I know you are very pleased about the additional clubs for younger pupils and how your views on healthy snacks have been acted on. You are keen to keep healthy and you make sure you eat plenty of fruit and get lots of exercise. You enjoy the exciting curriculum with its many interesting activities and out-of-school clubs.

The people in charge of your school make good decisions about how to help you, and they work hard to make your school a better place. Your teachers do a good job, they make learning interesting and this is why so many of you say that your lessons are exciting and fun. You like the challenging targets that help you to do even better in your English work. You are becoming good readers, writers and scientists but some of you could do better in mathematics. You can all help to improve things in mathematics by making sure you always try your very best.