

# Rhyl Primary School

## Inspection report

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<b>Unique Reference Number</b>	100021
<b>Local Authority</b>	Camden
<b>Inspection number</b>	307275
<b>Inspection dates</b>	3–4 July 2008
<b>Reporting inspector</b>	Norma Ball

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 category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	459
<b>Appropriate authority</b>	The local authority
<b>Headteacher</b>	Mrs Christina Oki
<b>Date of previous school inspection</b>	8 December 2003
<b>School address</b>	Rhyl Street London NW5 3HB
<b>Telephone number</b>	020 7485 4899
<b>Fax number</b>	020 7284 1272

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<b>Age group</b>	3–11
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## Introduction

The inspection was carried out by three Additional Inspectors.

## Description of the school

Rhyl Primary is a large school located in an ethnically and socially diverse area of north London. Over half of all pupils are entitled to receive free school meals and this is higher than the national average. The proportion of pupils who come from minority ethnic backgrounds is extremely high. Over three quarters of pupils are learning English as an additional language and most are at the early stages of learning English. There is a wide variety of languages spoken, 18 in total, and the most common are Bengali, Somali and Albanian. The proportion of pupils who find learning difficult is about average and includes pupils with moderate learning needs, autistic spectrum disorders and speech and behavioural needs. The number of pupils who have a statement of special educational need is above the national average. A significant number of pupils join or leave the school at different times. The school holds Investors in People and Healthy Schools awards.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 3

Rhyl is a harmonious and happy school that is improving under the committed leadership of the Headteacher. Parents are pleased with the improving standard of education. One wrote, 'I am happy with the progress my son is making. His confidence has grown with his knowledge and speech'. As a result of helping to develop pupils confidence they enjoy their learning and want to do well. They show care and respect for each other and undertake a good range of responsibilities such as school councillors with pride. They are very aware of the importance of a healthy lifestyle and staying safe. Due to sensitive management of all areas of transition, including moving to secondary school, pupils are equipped soundly for the next stage in their education.

Pupils' achievement, given their low starting point, is satisfactory. They make a sound start to their learning in the Foundation Stage. Standards have been much lower than those attained by pupils nationally. There are signs that progress is improving and standards are gradually moving closer to the national average, especially in English. This is because new initiatives, especially to improve writing, are proving successful and closer monitoring throughout the school is identifying underachievement quickly so that support can be provided for pupils who require it. Pupils do not do as well as they should in mathematics and science and not all higher attaining pupils reach the levels they could. The school is not complacent and is aware of these issues and has in place plans to improve progress.

Teaching is satisfactory and the curriculum meets the needs of all pupils. The school is rightly proud of its music provision, which inspires pupils. Musical and sporting activities help promote good links with the wider community. Teachers plan lessons with a range of interesting activities to engage pupils in their learning. Staff use assessment information with increasing confidence to plan work for pupils of all abilities. However, work is not always challenging enough, especially for pupils who find learning easy and progress slows. Marking is regular and follows the school policy but does not identify often enough clear development points for pupils to help them make more progress. Support for pupils with learning difficulties and disabilities and those with English as an additional language ensure these pupils make the same progress as their peers.

The headteacher provides good leadership. She has united staff after a period of staff changes and engaged parents in a clear vision for the future of the school. Roles of senior managers and subject leaders are being revised and stronger leadership of mathematics and science is planned to match that in English to direct a stronger drive into improving achievement in these areas. The school's strengths and areas for development are carefully reviewed. This has resulted in appropriate steps being taken to bring about improvement in the standards that pupils attain, although it is too early to see the full impact. Governors provide support and challenge in equal measure and through their good committee structure monitor all aspects of the school carefully. The emergent signs of improvement, together with careful evaluative planning of further developments, indicate the school has satisfactory capacity to improve further.

## Effectiveness of the Foundation Stage

### Grade: 3

Successful induction procedures for children and parents, including home visits, help children settle quickly. Good links are maintained with parents who are well informed of their child's development. Children join the school with levels of skills that are below what is expected

nationally, particularly in language and communication. The teaching is satisfactory although opportunities to model language for children and encourage them to extend words into sentences are often missed. Pupils make satisfactory progress in the Foundation Stage although the strategies for measuring this are currently not well developed. They make good progress in their personal, social and emotional development but progress in reading, writing and linking sounds to letters is slower. Leadership and management are sound, ensuring that all staff work effectively as a team to support and guide children as they begin to develop confidence and independence. Children behave well and play happily together in the safe and caring environment created for them. A broad range of stimulating activities are planned to catch children's interest both in class and in the well-resourced outdoor area.

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

- Ensure that leaders and managers at all levels focus sharply on bringing about rapid improvements in mathematics and science.
- Improve the quality of teaching by ensuring that assessment is used consistently to plan work that offers appropriate challenge for all pupils, especially the more able.
- Improve the consistency and quality of marking to clarify for pupils the next steps in their learning so they make more progress.

A small proportion of schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

## **Achievement and standards**

### **Grade: 3**

Pupils' standards at the end of Year 6 in 2007 were exceptionally low in mathematics and science and below average in English. Their attainment at the end of Year 2 was also exceptionally low, although this shows satisfactory progress in relation to pupils' starting points. Standards at the end of Year 2 in 2007 were average in writing but remained below average in reading and mathematics. Progress in writing has improved in all year groups because of the introduction of a range of strategies including the use of phonics and Playing with Sounds for younger pupils. Pupils' current work and the school's own data indicate that there is still some way to go to bring about similar levels of improvement in mathematics and science. The work seen in lessons and pupils' books suggests that progress is satisfactory and standards are beginning to rise as a result of more careful monitoring of progress to identify where greater support is needed for pupils.

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

### **Grade: 3**

Pupils like their school and really enjoy learning, especially when lessons are well planned and interesting. One pupil said, 'I like my school because it is friendly and kind. Teachers help you a lot. It's fun'. Pupils' behaviour in lessons and around the school is mostly good although sometimes a few older boys can be distracted and lose interest in the lesson and learning time can be interrupted whilst teachers manage this behaviour. Attendance is below the national average and a small number of pupils regularly arrive late. Despite the careful monitoring and the determined efforts of staff, a few families do not assign sufficient priority to regular and prompt attendance at school. Pupils' spiritual, moral, and social development is satisfactory.

Their cultural development is good and reflected in the inclusive ethos of the school. All pupils show respect for the many cultures in their community.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

Pupils' interest is held well in lessons and sound use is made of practical activities and stimulating resources. Most pupils are keen to learn but sometimes their attention wanders when lessons are not taken at a good pace and interests them. They share ideas and join in discussions with enthusiasm. As a result, there is a good learning atmosphere in most classes. All staff place good emphasis on developing pupils speaking and listening skills. Teachers are gaining confidence in assessing the progress that pupils make using tracking data. However, activities structured for different ability groups are not always finely tuned to ensure that all groups are fully challenged, especially more able pupils. This is especially so in mathematics and science. The work of teaching assistants is carefully planned so they work in close partnership with teachers to provide effective support for pupils who do not find learning easy.

### **Curriculum and other activities**

#### **Grade: 3**

The school is carefully reviewing all areas of the curriculum. In English, structured programmes have led to improved writing skills. A similar focus in mathematics is meeting with gradual success and there are early signs that this is improving the progress made by pupils, especially in problem solving. The development of science remains an area that requires rapid improvement, extending practical and problem solving activities, and ensuring that activities in lessons are planned to meet the needs of different groups of pupils. Resources in information and communication technology (ICT) have improved. However, only limited use is made of these resources in other subject areas to help extend pupils research and literacy skills. Links between subjects are beginning to develop to make lessons more interesting for pupils. For example, in Year 3, work on global climate change effectively linked geography, art, design technology and science. An interesting range of after school activities, visits and visitors to the school extend learning beyond the classroom.

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

#### **Grade: 3**

The school provides a welcoming and caring environment. All pupils are valued and staff show a strong commitment to their support, especially learning mentors who give careful guidance to pupils especially at the time of transfer to secondary school. A focus on improving behaviour in the school has been successful and relationships are generally good. However, some younger pupils said that sometimes older pupils were too dominating, but they were confident to discuss this with staff. Procedures for child protection and health and safety are well managed. Induction of new pupils is carefully organised and their needs are quickly assessed at whatever stage they enter the school. An extensive range of outside agencies are used very constructively to extend the support provided in school. Targets for literacy and numeracy are set for groups of pupils in all classes to help them make progress. Though older pupils find targets helpful they are less clear to younger pupils because they are not sufficiently well emphasised during lessons. Pupils

do not have a sufficiently clear understanding of how well they are doing nor what they should do to improve their work to enable them to make more progress.

## **Leadership and management**

### **Grade: 3**

The headteacher provides good leadership. During the comparatively short period in which the headteacher has led the school the recruitment and retention of staff has improved providing better opportunities to assign leadership roles. The leadership team is to be revised to extend and reallocate responsibilities, especially in the leadership of core subjects. A clear analysis of the strengths and areas for development in the school has already led to a perceptible improvement in the progress pupils make, most notably in English. The senior leadership team is to be expanded to strengthen the teaching and help raise standards further. Subject managers are gaining experience in their role and most are beginning to promote active improvement in their subject areas, notably English. Most parents are appreciative of the school and recognise the improvements that have taken place. The governing body provide committed and knowledgeable support to the school. Newly appointed governors are gaining insight into their responsibilities to help the governing body offer appropriate challenge and monitor developments within the school. Careful management of finances has enabled the school to invest wisely in revising the management structure and providing new resources, such as the ICT suite. Issues identified in the previous inspection have been fully addressed and the school provides sound value for money.

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## Annex A

## Inspection judgements

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

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

### Achievement and standards

How well do learners achieve?	3
The standards <sup>1</sup> reached by learners	4
How well learners make progress, taking account of any significant variations between groups of learners	3
How well learners with learning difficulties and disabilities make progress	3

### Personal development and well-being

How good is the overall personal development and well-being of the learners?	3
The extent of learners' spiritual, moral, social and cultural development	3
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	3
How well learners enjoy their education	2
The attendance of learners	3
The behaviour of learners	3
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	3

### The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3
How well do the curriculum and other activities meet the range of needs and interests of learners?	3
How well are learners cared for, guided and supported?	3

<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.

## Annex A

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively leaders and managers use challenging targets to raise standards	3
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
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

15 July 2008

Dear Pupils

Inspection of Rhyl Primary School, London, NW5 3HB

Thank you very much for welcoming us to your school recently and sharing things with us. We really enjoyed meeting you, your teachers and other people who work in the school. Our visit was at the same time as your exciting Carnival assembly and the opening of your new library. We were very glad that we could join in both of these special events and our two days in your school were very interesting.

Your school gives you a satisfactory standard of education which means there are good things about your school and some things that could be better. We think your headteacher has made important changes to improve your school. You told us that you like your school and you get on well together. You enjoy your lessons and want to do your best. You have a good understanding of how to be healthy and are sensible about being safe. You said that you feel adults care about you and want to help you. We also know that you like helping in school and some of you take special responsibilities like acting as school councillors or mediators very seriously.

We have suggested three things that could make your school even better.

- The progress you make in mathematics and science could be improved so that you get better results when you reach Year 6.
- Your teachers need to make your lessons even better for all of you, especially those who find learning easy, by planning work that is not too easy and not too difficult.
- That your teachers mark your books with even more care so that you always have a clear idea on how you can improve your work.

You too can play your part by behaving well, by working hard in lessons and coming to school regularly and on time.

We wish you every success for the future.

Yours sincerely

Norma Ball

Lead Inspector