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22nd January 2009

Mr Ian Wright
Headteacher
Ryders Green Primary School
Claypit Lane
West Bromwich
B70 9UJ

Dear Mr Wright

Ofsted survey inspection programme – Moving through the system

Thank you for your hospitality and co-operation, and that of your staff, during my visit on 2 December 2008 to look at work on developing the future economic well-being of pupils in your school. I also looked at how well arrangements are made to support pupils during their transition into secondary school.

The visit provided valuable information which will contribute to our national evaluation and reporting. Published reports are likely to list the names of the contributing institutions, but individual institutions will not be identified in the main text without their consent.

The evidence used to inform the judgements made included: lesson observations, interviews with staff and pupils together with the scrutiny of relevant documentation.

Overall, your work in developing the future economic well-being of pupils in your school is good. Many pupils are beginning to acquire self-confidence, demonstrated by their active involvement in lessons and other activities. They are beginning to take the initiative and also work constructively with others. For example, pupils are encouraged to organise activities for themselves through the Huff and Puff Lunchtime Programme.

Features of effective practice are:

- Overall, the quality of teaching observed is good. Effective questioning encourages pupils to explain their thinking. Teachers know their pupils well and plan effectively to meet their needs. Practical tasks are a key part of lessons and maintain the interest and involvement of pupils. High quality resources further enhance pupils' learning. Useful opportunities for paired talk allow pupils to develop their ideas and understanding. Pupils meet the teachers' high expectations of their behaviour and have positive attitudes to learning.
- The school is beginning to remodel the curriculum to encompass cross-curricular themes and community links. Pupils have many opportunities to experience a wide range of



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enrichment activities and to develop decision-making skills. Enterprise initiatives are part of the curriculum units which enable pupils to gain experience and confidence. For example, on selected celebration days pupils make, package and sell items to visiting guests.

- The school leadership is innovative, creative and strongly committed to raising standards. Senior leaders are aware of the strengths and weaknesses in the school and there is a clear focus on appropriate areas. For example, the improvements to monitoring and evaluation systems to track pupils' progress. Senior leaders recognise and value the contributions made by all the adults working in the school and this has created excellent teamwork and commitment.
- Processes for transfer and transition from Key Stage 2 to Key Stage 3 are good. They ensure staff, parents and pupils understand and are involved in the policy and procedures relating to transition. Liaison with outside agencies and parents is effective. Processes for inducting pupils with learning needs, disabilities and those who are vulnerable are good. Particularly noteworthy is the work with the staff from the Children's Centre on site. This enhances the support for parents and families.

Areas for further improvement, which we discussed, include:

- Working with parents and external agencies to improve attendance. Attendance is below national average despite strenuous efforts by the school, such as certificates that reward good attendance.

I hope these observations are useful as you continue to develop economic well-being in the school.

As I explained, a copy of this letter will be sent to your local authority and will be published on the Ofsted website. It will also be available to the team for your next institutional inspection.

Yours sincerely

Kekshan Salaria
Her Majesty's Inspector

