

Ryders Green Primary School

Inspection report

Unique Reference Number	103979
Local Authority	Sandwell
Inspection number	336211
Inspection dates	16–17 June 2010
Reporting inspector	David Shears

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	416
Appropriate authority	The governing body
Chair	Rev Mike Clarridge
Headteacher	Mr Devinder Riat
Date of previous school inspection	31 January 2007
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Introduction

This inspection was carried out by four additional inspectors. The inspectors visited 15 lessons, saw 15 teachers, and held meetings with governors, staff and groups of pupils. They observed the school's work and looked at policies, planning, assessment data and pupils' work. They analysed the questionnaires returned by 91 parents and carers, 167 pupils and 24 members of staff.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the quality of learning for all pupils, particularly in Key Stage 1 and in writing across the school
- the use of assessment to ensure that the needs of all pupils are met, particularly the use of marking to inform pupils of their next steps in learning
- how effectively leaders and managers at all levels identify, monitor and evaluate specific areas of development
- the quality of the Early Years Foundation Stage to determine whether children are now making good progress.

Information about the school

Ryders Green is a larger than average primary school. The pupils are from a wide range of ethnic backgrounds, the majority being either of Asian or White British origin. The proportion of pupils who have special educational needs and/or disabilities is broadly at the national average. Their needs are mostly either moderate learning difficulties, speech, language and communication difficulties or behaviour difficulties. The majority of pupils have English as an additional language, although only a few are at the early stages of learning English. Early Years Foundation Stage provision is made up of one Nursery class and two Reception classes. There is a breakfast club on site that is managed by the governing body. The headteacher and deputy headteacher have been appointed within the last year.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

3

The school's capacity for sustained improvement

3

Main findings

In the short space of time that the headteacher and deputy headteacher have been in post, they, together with the senior leadership team, have established a school that is driven by improving the learning and progress of pupils. Currently, pupils are making satisfactory progress throughout the school. They are achieving satisfactorily although there are clear signs of improvement because the school has focused well on individualised learning. The progress of pupils is regularly monitored and those that are identified to be in danger of falling behind are given extra support through interventions that address their needs. These pupils are now beginning to make good progress and this is having a positive impact on attainment, which is average. Pupils that are identified as gifted and talented also receive extra challenge to ensure that they make better progress, and this is beginning to impact on the number of pupils achieving the higher levels. However, pupils within the average ability range do not receive the level of support that their peers enjoy and make satisfactory progress. For these pupils, teaching is satisfactory because the work they receive is not sufficiently tailored to meet their individual needs. In lessons, pupils are not given enough opportunities to participate orally and not enough time for independent work. Marking does not consistently give pupils guidance about how they could improve their work. Areas such as these are not clearly identified through the monitoring of teaching by leaders and managers and so sustained improvement is not evident.

The wider curriculum has improved this year as a result of a new approach to topic work. Learning opportunities have been linked to the interests of pupils, resulting in work that is of good quality and much enjoyed, one pupil stating 'the teachers make everything fun'. Pupils for whom circumstances make them vulnerable in a variety of ways are given good support so that, along with their peers, they feel safe and secure in the school environment. All pupils have a good understanding of how to keep safe both in the school and the outside world including 'stranger danger' and safety rules when using the internet. Despite their enjoyment of school, attendance is low mainly because too many families take holidays during the school term. The school has identified those with the lowest attendance and has been successful in improving this for the majority of these pupils. Nevertheless, there is still more to be done and the school has plans to continue addressing this issue.

The newly formed senior leadership team have worked well in evaluating the strengths and areas for development in the school and have successfully focussed on the progress of pupils through the use of assessment. The school has rightly identified the need to develop the role of middle leaders. Teachers are held to account for the progress of pupils in their class and much has been done to improve the range of intervention work.

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The result of this is that overall pupils are currently making better progress in the Early Years Foundation Stage and Years 1 to 2 and this is being sustained in Years 3 to 6. The curriculum is now good, making learning more meaningful. This demonstrates that leaders and managers have a satisfactory capacity to improve.

What does the school need to do to improve further?

- Raise the quality of pupils' learning, in particular for the average attainers across the school, including those in the Early Years Foundation Stage by:
 - ensuring work is tailored to the needs of each individual to provide challenge and support so that they make good progress
 - allowing pupils enough time to participate orally and work independently
 - improving marking and oral feedback so that pupils consistently know and understand what they need to do next to improve their work.
- Improve the quality of leadership and management by:
 - developing the role and expertise of the newly appointed middle managers so that they can contribute effectively to the improvements being made in the school
 - improving the quality of the monitoring of teaching by senior leaders by having a clear focus and areas for development that are consistently monitored.
- Improve the overall attendance of pupils by extending the work with parents of those with the lowest attendance to those whose attendance is below average.
- About 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Outcomes for individuals and groups of pupils**3**

Overall pupils are making satisfactory progress although this is improving. In particular, there is a trend of improvement for pupils in Years 3 to 6 so that attainment is now broadly average by the time they leave. In both the Early Years Foundation Stage and Years 1 to 2, progress has been satisfactory, although this is showing improvement this year. Pupils with English as an additional language and those who are at risk of underachievement are identified early and given extra support outside of the classroom environment, such as the use of practical activities to support their understanding of division. Because these pupils receive individualised learning most have made good progress this year. Pupils with special educational needs and/or disabilities are also beginning to make better progress because of the improved support for their needs. Pupils who are identified as gifted and talented are given a greater level of challenge and this is having a positive impact on these pupils achieving level 3 at the end of Year 2 and level 5 at the end of Year 6. For example, pupils in Year 4 working on solving problems in mathematics were being given effective support through targeted questioning. However, pupils that are of average ability make satisfactory progress

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because their work is only adequately challenging and not always tailored sufficiently to their needs. As a result, pupils are satisfactorily prepared for the next stage of their education.

Pupils have good relationships with their teachers and consequently have a positive attitude to school and behave well. They have a good understanding of what it means to have a healthy lifestyle, such as taking lots of exercise and eating healthy food. They make a good contribution to the school community, for example, contributing to the discussions about how to improve the outdoor learning environment. They participate in activities relating to the local environment including picking up litter. Pupils are involved in business enterprise and they also raise other money to support a range of charities. Pupils have a good understanding of a variety of cultures and beliefs and enjoy learning about these. Pupils from all backgrounds play well together, resulting in a harmonious community. They have a keen sense of right and wrong.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account: Pupils' attainment ¹	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account: Pupils' attendance ¹	4
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Teaching overall is satisfactory and improving. Where there has been a good emphasis

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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on personalised learning, much of the teaching is good because it is meeting the needs of pupils. However, too much of the teaching is still satisfactory where work is not tailored carefully enough for pupils of average ability, limiting their progress. Lessons are sometimes led too strongly by teachers, who do not always provide enough opportunities for pupils to participate orally or give them enough time for independent working. Marking provides positive comments to encourage pupils but it does not always give them enough guidance in knowing how to improve their work. Nevertheless, all lessons are characterised by good relationships between staff and pupils so that pupils are keen to please their teachers. Pupils work well together and teachers consistently tell pupils the learning objective for the lesson. The interactive whiteboard is used well to support teaching and engaging pupils.

The skills pupils learn in English and mathematics are practised well through the wider curriculum. The school has focused particularly on writing and this has improved this year although there are not enough opportunities for pupils to write at length. Topic work ensures that there are good links between different subjects. Pupils have many opportunities to engage with new learning such as playing the trumpet. Pupils use information and communication technology well to research topic work and present their findings. In particular, the school's work in personal and social education is a strength. There is a good range of extra curricular activities that pupils enjoy. Enrichment opportunities are an integral part of the curriculum, such as work relating to the World Cup. Pupils benefit from trips out and residential visits. There is good provision for gifted and talented pupils such as art workshops.

The care of pupils is good. Effective targeted support is given to pupils for whom circumstances make them vulnerable, including those with medical needs. The school has good measures in place to encourage attendance through initiatives such as certificates and prizes for classes and individuals. There are effective procedures to follow up those that are persistently absent. There are positive relationships with outside agencies, such as the educational psychology service, who give effective support with learning. The school is working increasingly closely with the children's centre to ensure a good transition to the nursery and much is done with local secondary schools to give a smooth transition for pupils at the end of Year 6. Pupils with behavioural, emotional and social difficulties are given good support and make positive gains in their confidence and self-esteem.

These are the grades for the quality of provision

<p>The quality of teaching Taking into account: The use of assessment to support learning</p>	<p>3 3</p>
<p>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</p>	<p>2</p>
<p>The effectiveness of care, guidance and support</p>	<p>2</p>

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How effective are leadership and management?

The recently appointed headteacher and deputy headteacher have established an enthusiastic senior leadership team who are beginning to make a positive difference in driving improvement by focusing well on the progress of pupils and ensuring that those who are at risk of underachievement are given extra support. However, the promoting of equal opportunities is satisfactory because the middle attaining pupils do not receive the personalised teaching that other groups have. The middle managers are also a new team but have not yet had enough time to develop their skills and expertise. Teachers are now beginning to be held to account for the progress of their pupils and leaders have monitored this through work scrutiny. However, not enough emphasis has been given to the monitoring of teaching, which is not yet devolved to all the senior leaders. Although lessons are being observed and records kept of strengths and areas for development, these are mainly about the quality of teaching, rather than the quality of learning. The observations do not focus specifically on identified areas to improve and it is not evident that the results of these are followed through. As a result too much of the teaching remains satisfactory.

Safeguarding is good overall. In particular, procedures for the protection of children and health and safety checks are rigorous in ensuring that pupils are kept safe. Leaders take good care of both pupils and staff and promote the school's community cohesion well. This is a strength of the school, where all work and play well together. This effective care extends to the parents and the local and wider community, where the school plays an effective part. There are links with schools in a contrasting locality and the school has international links through their charity work although pupil's understanding of the international dimension is weaker.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2

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The effectiveness with which the school deploys resources to achieve value for money	3
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Early Years Foundation Stage

Children start in the Nursery class with knowledge and skills that are well below what is expected nationally. There are good relationships with parents and the children's centre that occupies the same site. This helps children settle well into the school. Although the outcomes are satisfactory because attainment at the end of Reception is still low, it is improving this year, particularly in communication skills and social development. This is because the Early Years Foundation Stage teachers have a good understanding of the children's needs and are gaining more confidence in how they can meet them.

Appropriate assessments are in place, including the regular use of observation in each area of learning, although it is not always clear how these inform the next steps in learning for each child. The recently appointed manager for the Early Years Foundation Stage has made improvements to the provision, ensuring that there is a better range of both outdoor and indoor learning activities that are equally initiated by teachers and children, although the outdoor area for the Reception children is not large enough for easy exploration and learning.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	3
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

Views of parents and carers

The overwhelming majority of parents and carers who responded to the questionnaire were positive in their views of the school. All of these parents agreed that their children enjoy school and that it is led and managed effectively. A few parents felt that their child was not making enough progress in school. Inspectors agree that this is true for pupils with average ability, although other groups are now beginning to make better progress.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Ryders Green Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school. The inspection team received 91 completed questionnaires by the end of the on-site inspection. In total, there are 416 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	55	60	36	40	0	0	0	0
The school keeps my child safe	54	59	36	40	1	1	0	0
The school informs me about my child's progress	43	47	45	49	3	3	0	0
My child is making enough progress at this school	46	51	39	43	4	4	1	1
The teaching is good at this school	45	49	45	49	1	1	0	0
The school helps me to support my child's learning	33	36	54	59	3	3	0	0
The school helps my child to have a healthy lifestyle	46	51	43	47	2	2	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	38	42	48	53	3	3	0	0
The school meets my child's particular needs	40	44	50	55	1	1	0	0
The school deals effectively with unacceptable behaviour	38	42	48	53	1	1	1	1
The school takes account of my suggestions and concerns	34	37	50	55	3	3	1	1
The school is led and managed effectively	39	43	48	53	0	0	0	0
Overall, I am happy with my child's experience at this school	43	47	45	49	3	3	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above is for the period 1 September to 31 December 2009 and is the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



18 June 2010

Dear Pupils

Inspection of Ryders Green Primary School, West Bromwich, B70 9UJ

Thank you for your warm welcome when we visited your school recently. We really enjoyed meeting you and finding out about your school.

We were very impressed with the way in which you behave around the school and were so polite and kind to us. Your teachers are very proud of you and we can easily see why. You have a good attitude to work and tell us that you enjoy your activities. This is because your teachers plan interesting lessons and you are learning lots of new skills.

We found that your school is satisfactory, although your new headteacher and deputy headteacher have made a good start in making your school better for you. Together with the teachers, they are making sure that none of you fall behind by working with you in small groups. We were also pleased to see those of you with special ability and talents are given harder work and those who find learning more difficult are given extra help. We have asked your teachers to make sure that the rest of you get just as much attention and have enough time to participate and work independently so that you can make good progress. We have also asked your headteacher and deputy headteacher to visit lessons to check that this is happening. We also want them to check that you know and understand what you need to do to improve. You can help by letting them know.

Lastly, we want your school to make sure that you come to school every day when you are not too ill so that you can learn as much as you can. You can help by telling your mums and dads how important it is for you to be in school every day.

Thank you again for a lovely two days. We wish you all the very best for your future.

Yours sincerely

David Shears

Lead inspector

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