

Rykneld Primary School

Inspection report

Unique Reference Number	124063
Local Authority	Staffordshire
Inspection number	340483
Inspection dates	24–25 March 2010
Reporting inspector	Jenny Batelen

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	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	458
Appropriate authority	The governing body
Chair	Mr Mark Hall
Headteacher	Mr Mike Wenn
Date of previous school inspection	2 October 2006
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Introduction

This inspection was carried out by four additional inspectors. Inspectors spent a minority of their time observing learning, including 17 lessons and 17 teaching staff. They held meetings with governors, staff, groups of pupils and parents and carers. They observed the school's work, and looked at documents including: the school development plan, safeguarding and welfare arrangements and records of pupils' progress. Inspectors also analysed questionnaires from pupils, staff and 124 parents and carers.

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

- the consistency of teaching and learning across the school and how this contributes to the achievement of the pupils
- how effectively assessment information is used to identify pupils not making good progress
- how the leadership and management of the school ensure good progress for all pupils and evaluate action taken.

Information about 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. The overall proportion of pupils identified with special educational needs and/or disabilities is just below average. The proportion of pupils entitled to free school meals is low. Few speak English as an additional language. The proportion of pupils from minority ethnic backgrounds is below the national average, but rising. The breakfast club is managed by the governors. The school has achieved the Healthy Schools Award, Eco Green Flag Award and Active Sports mark

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

Rykneld Primary School is satisfactory. It has many good features. The strong, inclusive ethos enables all pupils to develop good personal skills. As a result, they behave well, care for each other and thoroughly enjoy their time in school. 'An excellent school for my child's needs

' is representative of many positive comments from parents and carers. Pupils are enthusiastic about their school and say how 'teachers make lessons interesting and fun'. They speak of how they enjoy the many opportunities they have for learning outside of the classroom through trips and visits and sport. Leaders at all levels have an accurate view of the priority areas to develop, but these are not yet acted upon quickly enough to secure good progress in all curriculum areas and for all pupils. Developments in the teaching of mathematics are still not securing good progress for pupils and writing is not consistent across the school. As a result, the school has a satisfactory capacity to improve.

The school welcomes pupils with a wide range of special educational needs and/or disabilities. Adults and other pupils skilfully care for them. Pastoral care is good for all pupils. Those with particular needs have well-targeted support, strengthened by good partnerships with external agencies. Parents and carers appreciate the care provided and speak of how 'Rykneld goes above and beyond its duty of care and provision in terms of all the support both children and parents and carers are offered.' Pupils' skills for life are well developed through the 'building learning power' programme, which is at the heart of what the school does. They learn to face challenges, resolve problems, deal with distractions and be resilient.

Children have a good start at school, and make good progress throughout Reception and Key Stage 1. Progress in Key Stage 2 is less consistent and, as a result, pupils leave school with average attainment, having made satisfactory progress after Year 2. There is much good and better teaching across the school, particularly in Key Stage 1. Where teaching is satisfactory, teachers do not plan effectively to challenge all pupils in the class and help them to understand what they must do to improve their work.

The headteacher is effective in empowering his staff to take the lead in their different subjects and areas of responsibility. Improvements have been made to systems within the school to enable pupils' underachievement to be quickly identified. These systems are not yet being effectively used to ensure that all teachers are planning to improve progress. Governors have a good understanding of the priorities for the school, but are not systematically involved in evaluating its work.

What does the school need to do to improve further?

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- – Increase the rate of progress in writing and mathematics by:
 - raising teachers' expectations of what pupils can understand and achieve
 - improving marking to give clear guidance for improvement.
- Improve the quality of teaching and learning so that it is consistently good or better across the school, by ensuring that:
 - assessments of pupils' levels of achievement are used to plan effectively so that all groups make good progress
 - pupils understand what they need to do to improve their work.
- Ensure that leaders at all levels are involved in driving school improvement by:
 - focusing on pupils' progress and attainment
 - addressing priorities for development more quickly.

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

Pupils' good progress in Key Stage 1 is not sustained in Key Stage 2 because teachers' planning of work and lessons does not consistently challenge all groups, particularly those of average ability. Tasks set for these pupils are not developing and extending their understanding sufficiently. Consequently, pupils were seen to make satisfactory progress overall. Well planned, targeted support and pastoral care for pupils with special educational needs and/or disabilities, particularly those with physical and hearing impairments, ensure that they make good progress and are helped to be valued members of the school community. Those from minority ethnic backgrounds, and the few who speak English as an additional language achieve in line with most pupils.

Pupils enjoy being at school. They are enthusiastic about the opportunities they have to develop their skills. They have a good understanding of how to keep themselves safe in a range of situations, including e-safety. They are confident of the help they receive from adults in the school and value the friendships they make there. Pupils work well together, with no disruption to learning. Playtimes are fun and safe times with a range of play equipment available.

The Healthy Schools Award reflects pupils' good knowledge and understanding of the importance of leading a healthy lifestyle. They readily take up the many sporting opportunities available through extra-curricular clubs and take a full part in the daily-fitness programme of 'wake and shake'. Healthy snacks and lunches are available, but not all older pupils use the lunch service. Pupils have a voice in the development of the school through the democratically elected school council. 'Eco-warriors' helped lead the successful bid for the Eco Green Flag Award. However pupils are not yet fully involved in helping to plan their learning. Involvement in the local community, such as when the choir visits local homes for the elderly and attendance at community remembrance events, makes the school well regarded in the area. Pupils also understand how to help the wider community when they select the charities for fund-raising. Pupils respect each other and the different cultural influences within their

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community.

Pupils gain information communication technology (ICT) skills across the curriculum from effective teaching. Above average attendance and good induction and transition procedures ensure that all pupils are equipped to succeed in the future.

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	2
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	2
Taking into account: Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Most teaching is at least satisfactory. Expectations of what pupils should achieve are not consistently high enough and, consequently, they are often not challenged in their work. Not all pupils are clear about how they can improve their work or about the targets they are working towards, particularly in mathematics. Thorough systems for tracking the progress of pupils are now in place, but there has not yet been enough time for these to have an impact on teachers' planning. Marking in English is often effective, although expectations about standards in writing are often not high enough. Other marking often does not give enough guidance on how pupils can improve their work. Where teaching is good, teachers plan lively and interesting lessons, which interest and motivate pupils and make good use of ICT. In these lessons, teachers plan effectively to meet the needs

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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of all groups of pupils and give clear guidance about how well learners are achieving and how they can improve their work.

Teaching and support assistants help staff deliver high-quality help for pupils with special educational needs and/or disabilities, and the curriculum is well adapted to meet their needs. The school provides particularly well for those pupils with physical needs, ensuring that they can play a full part in the life of the school. The school has not yet ensured that the guidance for pupils of average ability is of as high a quality.

There is a good range of enrichment activities for pupils that widens their horizons and enables them to learn new skills and develop those learnt in the classroom. Year 6 pupils speak enthusiastically of the 'independence and confidence' they developed in a recent residential visit. Cross-curricular links are made whenever possible, and are a particular strength in Key Stage 1, where they are integral to the planning process, but this is not yet apparent in Key Stage 2. The provision of a breakfast club by the governors gives further support to families and helps ensure a good start to the day for those who attend. The Active Sports mark recognises the good provision for sport in the school.

Older pupils look forward to following others in the effective well-established transition to Year 7. The school has good procedures in place to ensure that above- average attendance is maintained.

These are the grades for the quality of provision

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

How effective are leadership and management?

The well-regarded headteacher provides good leadership. Senior leaders accurately identify strengths and areas for development in the school development plan which has clearly identified priorities. Middle leaders have a clear view of the areas they are responsible for and identify development points. They monitor through observation of lessons, analysis of pupils' books and talking to them about work done. Middle leaders are not yet focused enough on how well pupils are learning and progressing. The end of key stage targets that are set are challenging, but the system of target-setting for year groups is not consistent enough to ensure that these are met.

Governors give support and some challenge, but are not yet systematically monitoring the work of the school in order to drive improvements further.

Safeguarding procedures are in place and regulations met, but regular evaluation of the

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measures in place is not established. There are effective relationships with external agencies that contribute to the satisfactory and, sometimes, good achievement of pupils. There is rich provision in place to promote community cohesion, but the recent audit has not yet resulted in an effective development plan, nor is there consistent leadership of this area.

The school has good partnerships with parents and carers, the local community and a particularly strong relationship with the local secondary school. Promotion of equal opportunities is satisfactory because all groups make the expected progress. Leadership and delivery of inclusion in the school is a strength, ensuring that pupils with special educational needs, particularly those with disabilities and physical impairments, are well cared for and make good progress.

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	3
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

Children enter the Early Years Foundation Stage with skill levels just below those expected for their age. They make good progress throughout Reception, particularly in the development of their personal, social and emotional skills which are above expected levels. Children settle quickly when they start school. Parents and carers speak of how the 'opportunities to visit prior to starting school and the welcoming staff' made the settling in period easy. Staff have a good understanding of young children's needs and of how they learn, and ensure that there is a good balance of adult-led and child-initiated activities. On-going assessments are used well to check children's learning and provide the next steps in learning. The leadership of the Early Years Foundation Stage is good. All staff are committed to improvement and there is regular

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self-evaluation.

Staff create a supportive and caring environment and, consequently, children behave well and work hard. They enjoy their learning. For example, they gain knowledge of road safety by taking on the roles of police officers and lollipop personnel who tell people to 'stand still and stop there because cars are coming', and also by being busy mending the roads. Children are encouraged to lead healthy lifestyles. They are active and busy learners both inside and outside the classroom. They enjoy taking part in the fitness programme. They feel safe and are well supported at playtimes, especially at the start of the year, when Year 6 pupils partner them. Their behaviour is good and they play and learn well together. The systematic approach to the teaching of early reading and writing skills gives a solid foundation for children's future learning.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

Parents and carers are supportive of the school. The returned questionnaires were mainly positive. A few comments identified areas of concern, for example the support given to pupils with special educational needs and/or disabilities but the inspection evidence suggests that the school has very effective provision for these pupils and enables them to make good progress.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Rykneld 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 124 completed questionnaires by the end of the on-site inspection. In total, there are 458 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	80	65	43	35	0	0	0	0
The school keeps my child safe	92	74	30	24	1	1	0	0
The school informs me about my child's progress	66	53	56	45	2	2	0	0
My child is making enough progress at this school	68	55	53	43	3	2	0	0
The teaching is good at this school	79	64	44	35	1	1	0	0
The school helps me to support my child's learning	64	52	54	44	5	4	1	1
The school helps my child to have a healthy lifestyle	67	54	53	43	3	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)	56	45	52	42	5	4	1	1
The school meets my child's particular needs	63	51	57	46	3	2	0	0
The school deals effectively with unacceptable behaviour	61	49	54	44	4	3	1	1
The school takes account of my suggestions and concerns	48	39	61	49	6	5	2	2
The school is led and managed effectively	80	65	42	34	0	0	1	1
Overall, I am happy with my child's experience at this school	81	49	81	49	2	1	1	1

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 inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

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 were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

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.



Friday 26 March 2010

Dear Pupils

Inspection of Rykneld Primary School, Staffordshire, DE14 3EX

Thank you for making us so welcome when we visited your school recently. Thank you also to those of you who returned questionnaires about your school. We enjoyed seeing your lessons and assembly and talking to you. Your school is satisfactory, and inspectors would like you to make better progress in your learning. These are some of the good things about your school.

You behave well, look after each other and say how much you enjoy school and all the exciting things you are able to do.

All the adults in the school care a lot about you and make sure that you are safe and well supported.

You know how to keep yourselves healthy and safe.

The adults who run your school work hard to make sure you have opportunities to develop a variety of skills, including those that help you to be good learners now and in the future.

We have asked your school to do certain things to make it better and help you to make good progress. These are:

- to expect higher standards from you in mathematics and writing by giving you more challenging work and marking your work to show how you can do better
- to make sure that all your teachers plan work that will challenge every one of you, and that you understand how you can improve your own work
- for all the leaders in the school to make sure they know how well you are doing and quickly make any improvements that are necessary

You can help by making sure you know the learning objective for each lesson and checking for yourself whether your work is good enough to achieve the objective.

Yours sincerely

Jenny Batelen

Lead inspector

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