

# Ryefield Primary School

## Inspection report

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<b>Unique Reference Number</b>	102397
<b>Local Authority</b>	Hillingdon
<b>Inspection number</b>	335891
<b>Inspection dates</b>	7–8 October 2009
<b>Reporting inspector</b>	Pritiben Patel

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 of pupils on the school roll</b>	411
<b>Appropriate authority</b>	Governing body
<b>Chair</b>	Mr Harj Gill
<b>Headteacher</b>	Mr Paul Dodd
<b>Date of previous school inspection</b>	6–7 November 2006
<b>School address</b>	Ryefield Avenue Hillingdon Uxbridge Middlesex
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## Introduction

This inspection was carried out by four additional inspectors who visited 13 lessons, and held meetings with representatives from the governing body, members of staff and groups of pupils. They observed the school's work, and looked at a range of evidence, including information about pupils' progress, pupils' work, the quality of teachers' marking and the questionnaires completed by 86 parents and carers.

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

- the effectiveness of strategies to improve the attainment of groups, including more able pupils, in mathematics and writing at Key Stage 1
- the effectiveness of strategies to improve the attainment of groups, including the more able, pupils with special educational needs and/or disabilities and those pupils of Indian origin, at Key Stage 2
- the quality of teaching and learning in meeting the needs of all groups of pupils
- the impact of leaders at all levels on pupil progress.

## Information about the school

Ryefield is a larger than average primary school. The majority of pupils are from White British backgrounds, but the proportion of pupils from minority ethnic backgrounds is above average. The main groups are from Asian, Black and Mixed backgrounds. The proportion of pupils believed to speak English as an additional language is above average and a small number are at the early stages of learning to speak English.

Fewer pupils than usually found have special educational needs and/or disabilities. These include speech, language and communication needs and behavioural, emotional and social difficulties. The school's provision for the Early Years Foundation Stage comprises a Nursery and two Reception classes. The school has attained the Activemark for its sports provision and the Basic Skills Award for developing pupils' literacy and numeracy skills. At the time of the inspection, Year 6 classes and teachers were out of school on an educational visit. There are before- and after- school clubs for pupils which are run by an external provider.

**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?**

**2**

**The school's capacity for sustained improvement**

**2**

## Main findings

Ryefield is a good school because it provides a good standard of education for pupils. The vast majority of parents agree. For example, a comment made by one parent reflected the comments of many when she wrote: 'This is an excellent school with caring and hardworking staff.' Pupils' behaviour, both inside and outside the classroom, is outstanding. They feel safe in the school and their understanding of safety issues and of how to live healthy lifestyles is also outstanding.

Children start the Early Years Foundation Stage with skills, attitudes and knowledge below expectations, with some variations. As pupils move up through the school, they make good progress and attain standards in line with those found nationally by the end of Year 6. Good teaching and learning enable pupils to make good progress. Relationships between staff and pupils are excellent. Lessons have a fast pace and pupils are engaged in their activities. Teachers share success criteria clearly with pupils at the beginning of a lesson, and this enables both teachers and pupils to assess progress well. Teachers plan separate activities for pupils of different abilities but they are not always well enough matched to their needs. As a result, more able pupils are not challenged consistently and those pupils with special educational needs and/or disabilities sometimes find the work too difficult. This holds back learning and progress.

The school's capacity for improving further is good, based on its track record so far. For example, the outdoor learning environment, which was identified as an area for improvement in the Early Years Foundation Stage from the last inspection, has been improved, and children now make good progress in their learning from outdoor activities. Curriculum provision has also been enhanced so that there are now strong links between subjects which add meaning to children's learning. Unvalidated assessment information for 2009 shows that the attainment of more able pupils in writing and mathematics at Key Stage 1 has improved.

Whole-school assessment systems have improved recently. There is now a regular cycle of monitoring of pupil progress. However, progress information is currently difficult to interpret and not simple enough for teachers to use to inform their day-to-day teaching. Staff at all levels work well together as a team and are very supportive of one another, hence teachers who have recently joined the school speak positively about the help they receive. Several senior leaders and subject managers are new to the school or the role. They are currently developing their roles; however, it will take time before they have significant impact on the areas they lead and on

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pupil progress.

## What does the school need to do to improve further?

- Raise standards by ensuring there is a better match between the activities set and pupils' abilities.
- Improve the effectiveness of whole-school assessment systems so that information about pupil progress is easier to interpret and use by teachers to inform day-to-day teaching and learning.
- Embed the roles of leaders and managers so that they have greater impact on the areas they lead and on pupil progress.

## Outcomes for individuals and groups of pupils

2

From starting points below those usually found, pupils achieve well and reach standards similar to the national average by the end of Year 6. The school has attained the Basic Skills Award in recognition of pupils' good achievement. Pupils' enjoyment of school is good. For example, in a Year 5 numeracy lesson, pupils were busily engaged in using shapes and mirrors to investigate lines of symmetry. Parents commented about how they are 'very happy with the school'.

National test information at the end of Year 6 for 2008 showed that there were groups of pupils who did not attain as well as similar pupils nationally, for example more able pupils throughout school, pupils of Indian origin and pupils with special educational needs and/or disabilities. Leaders and managers identified this and swiftly put plans into place which have had a positive impact.

Inspectors saw effective differentiation in a Year 1 Geography lesson. Pupils were tracking the journey of a letter and the more able pupils were trying hard to remember and write addresses, whilst others were focused on spelling their names correctly. The teacher's high expectations had a positive impact on the progress of these pupils.

Pupils with special needs and/or disabilities receive good one-to-one support from staff and this enables them to make good progress in their learning. For example, in a Year 5 numeracy lesson, a member of the support team was reinforcing and simplifying questions. This was helping pupils to develop their understanding of the properties of various shapes.

However, activities are still not consistently well matched to pupils' individual needs, and this is still holding back progress to some extent.

Unvalidated assessment information for 2009 shows that standards for more able pupils have improved in Key Stage 1. Evidence presented by the school shows that all groups of pupils, including those with special educational needs and/or disabilities, and those of Indian origin, make good progress.

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Pupils' understanding of safety issues is outstanding. They know how to take very good care of themselves because of input from a wide range of visitors such as the fire brigade, police and the school nurse. Pupils themselves are given good opportunities to act responsibly, for example when the Year 6 junior health and safety officers help teachers to carry out risk assessments of school visits. Pupils are provided with other good opportunities to contribute to both school life and the local community. This is done through the school council, fundraising, annual productions for parents and Friday assemblies for parents. However, currently it is pupils from Year 6 who make the most contribution and responsibilities are not shared equally amongst pupils from other years.

Pupils' understanding about what constitutes healthy lifestyles is outstanding. They know the importance of '5 a day', drink water throughout the day and participate in a wide range of physical sports activities such as gymnastics, cheerleading, football and netball. The school has attained the Activemark for the promotion of sports activities.

Staff have worked hard to enhance pupil behaviour by setting clear rules about acceptable behaviour and rewarding good behaviour. As a result, behaviour is outstanding. Pupils develop into polite, mature and respectful young people. Their social and moral principles are outstanding because of the constant reinforcement of values from the many posters around school and, most importantly, the example set by adults. Their level of cultural understanding is outstanding as a result of themed weeks such as Global Diversity Week, where pupils dress up in national costumes from around the world and learn about people from different cultures.

Pupils' preparation for economic well-being is good. Pupils' sound basic skills, coupled with their excellent behaviour and attitudes, prepare them well for the future.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
<b>The extent to which pupils feel safe</b>	<b>1</b>
<b>Pupils' behaviour</b>	<b>1</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>1</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>

<sup>1</sup> 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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<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>2</b>
Taking into account: Pupils' attendance <sup>1</sup>	<b>3</b>
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>1</b>

## How effective is the provision?

Teachers have good subject knowledge and this enables pupils to make good progress in their learning. Relationships are very strong and this helps pupils to explore their ideas confidently in lessons. Classroom management is good and as a result, lessons run smoothly. In English, the marking of pupils' written work is detailed and this helps pupils to correct their work and learn from mistakes. Pupils with special educational needs and/or disabilities and those who speak English as an additional language make good progress because they receive good support from teachers and support staff. However, this could be further improved if activities consistently matched the different abilities of all pupils.

The curriculum has improved since the last inspection due to the strengthening of links between different subject areas, which has made learning more meaningful for pupils. Themed weeks such as Black History and Cultural Carnival contribute to pupils' good enjoyment. Music is a strong feature as pupils participate in the school choir and musical instrument groups. A good range of visitors such as Dr Mark the Mathemagician and Lego town planning workshop providers bring learning to life for pupils. Extra-curricular activities such as football, netball and dance have an outstanding impact on pupils' adoption of healthy lifestyles. Writing is developed well across the curriculum. For example, there are strong links between literacy and religious education, where pupils write acrostic poems about the Indian deity Ganesh. Curriculum activities at present are not evaluated closely enough in terms of the impact they make on pupil progress.

Outstanding care, guidance and support help to ensure that all pupils are valued as individuals. Pupils are urged, for example through posters throughout school, to be proactive in bringing any concerns or worries they may have to staff. The welfare officer provides very good help and guidance to vulnerable pupils and their families and as a result, these pupils make good progress in their learning. Links with external agencies such as social services and the behaviour support team are good and these also help staff to meet the individual needs of pupils well. Health and safety are given high priority and both staff and pupils are involved in evaluating risks. Safeguarding procedures are very securely in place. Pupils say they feel very safe in school and that teachers deal extremely well with any problems they may have. Induction procedures are very good. For example, Year 6 pupils observe performances in local secondary schools, and secondary school staff visit Year 6 in order to ensure smooth transition. Very good systems are in place for tracking attendance, and as a result, although still average, it is improving.

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*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	2
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

## How effective are leadership and management?

The headteacher works hard to ensure that both pupils and staff work in a caring environment. Safeguarding procedures are excellent because the care and safety of pupils is taken very seriously. Areas from the last inspection have been successfully addressed and the headteacher has a good understanding of strengths and areas for development within the school. For example, he has identified that whole-school assessment systems are not as effective as they could be, and has plans in place to improve them. The school ensures that all pupils have equal opportunities to succeed by sharply monitoring the progress of individuals and groups and taking swift action to close any gaps in achievement.

The headteacher has established a clear vision for the school and all staff are very supportive of him and work collectively to improve provision for pupils. The leadership of teaching and learning is good. For example, much work has been done in improving teachers' understanding of success criteria and this is helping pupils to assess their own learning. Subject managers monitor their areas well and check teachers' planning and marking, and moderate pupils' writing. Some senior leaders and managers are new to post and there is a need to embed their roles before their impact can be measured.

Governors visit lessons, contribute to the school improvement plan and carry out health and safety audits. They have a good understanding of the school's work and challenge leaders and managers when necessary.

Partnerships between the school and parents are good. For example, parents attend class assemblies on Fridays and good support and advice is provided for those parents who require extra help. Partnerships with secondary schools and other primary schools are good, and help to improve opportunities for pupils.

Community cohesion is good. The curriculum has been adapted to ensure that pupils' cultural awareness is enhanced. For example, pupils write letters to children in India and Nairobi. Senior leaders have a good understanding about the economic factors that affect some of the pupils in school and help them by finding additional resources from external bodies.

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*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>2</b>
<b>The effectiveness of the school’s engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>1</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## Early Years Foundation Stage

Children enter the Early Years Foundation Stage with starting points below those usually found, with some variation. Areas such as communication, language, and literacy and some aspects of mathematical development are particularly low. Children make good progress in their learning and particularly in their creative development because of good provision. For example, children use interesting construction kits to build castles as well as natural materials such as leaves and conkers to design their own pictures.

Nursery and Reception staff work well together, which helps with good transition. Children settle quickly into routines because all staff are sensitive to children’s individual needs, and procedures to promote children’s welfare are good. For example, certain procedures are modified for those children who speak English as an additional language to help them settle in. Children’s personal development is good. Children show good levels of enjoyment, for example when they safely use cutlery to cut fruit and make a healthy fruit salad.

Teaching and learning are good. Adults use questions well in order to develop children’s understanding. Curriculum provision is good. The learning environment, with a writing corner and creative areas, is stimulating and encouraging for children. As a result, children show a good level of interest in their activities. However, there is more of an emphasis on teacher-led activities at present, rather than allowing children more choice over their learning. Senior leaders are aware of this and have plans in place to ensure this improves.

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Leadership of the Early Years Foundation Stage is good. For example, the leader has worked hard to improve outdoor learning opportunities for pupils since the last inspection. Inspectors observed how the outdoor 'Pizza Shed' was being used to promote good social development for children. Leaders have identified that boys' progress could be further improved, particularly their progress in reading, and plans are in place to address this.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
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

The large majority of parents and carers are highly satisfied with the school and most were very positive. In the areas relating to children's enjoyment of school, children's safety and the quality of teaching, almost all responses were positive. A few parents felt that the school did not do enough to help children lead a healthy lifestyle. Inspectors did not find that this was the case. Twelve per cent of parents felt that the school did not take enough account of their suggestions and concerns. Inspectors agree that more can be done in this area.

## Responses from parents and carers to Ofsted’s questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Ryefield 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 12 statements about the school.

The inspection team received 86 completed questionnaires by the end of the on-site inspection. In total, there are 411 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	52	61	33	38	1	1	0	0
The school keeps my child safe	47	55	36	42	1	1	0	0
The school informs me about my child’s progress	32	38	47	55	3	4	2	2
My child is making enough progress at this school	29	34	50	59	4	5	2	2
The teaching is good at this school	32	38	52	61	1	1	0	0
The school helps me to support my child’s learning	28	33	52	61	4	5	1	1
The school helps my child to have a healthy lifestyle	31	37	45	53	9	11	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)	21	27	48	61	8	10	0	0
The school meets my child’s particular needs	26	31	48	57	8	9	3	4
The school deals effectively with unacceptable behaviour	23	28	53	64	6	7	0	0
The school takes account of my suggestions and concerns	20	24	52	63	10	12	1	1
The school is led and managed effectively	30	36	51	61	2	2	0	0
Overall, I am happy with my child’s experience at this school	39	45	45	52	0	0	2	2

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 all 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

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"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
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.



9 October 2009

Dear Pupils

### **Inspection of Ryefield Primary School, Hillingdon UB10 9DE**

On behalf of the inspectors, I would like to thank you for helping us when we came to find out how well you are getting on. We enjoyed visiting your lessons and talking to some of you. You all spoke very highly about your school and we agree with you and your parents that Ryefield is a good school.

Here is a list of some of the things that we found out about your school.

- You make good progress as you move through school, and attain standards that are the same as the majority of children by the end of Year 6.
- Teaching is good. Teachers give you good opportunities to work in groups and discuss your work. They explain success criteria to you well so that you all know what you should be aiming for! Your teachers work hard and plan interesting activities for you which you enjoy.
- You all spoke very highly of all staff in the school and this is because of the outstanding level of care they show towards you. As a result, you are mature, respectful and behave well.
- The curriculum is good. You have opportunities to participate in activities such as football, netball and dance. Music is a strength of the curriculum. You enjoy visits from Dr Mark the Mathemagician and the various visits you make out of school.
- Children in the Nursery and Reception classes make a good start.
- Your headteacher, staff and governors work hard for you.

Even in a good school like yours, there are certain things that can be improved. We have asked your teachers to make sure that the activities in lessons match your needs better. The information that the school collects from your assessments should be made easier for your teachers to use and inform daily lessons. Finally, leaders and managers who are new to their jobs need a bit more time and support so that they can improve things for you.

I wish you all the very best and I hope you continue to work hard and enjoy school!

Yours faithfully

Pritiben Patel  
Lead Inspector

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