

# Ribble Drive Community Primary School

## Inspection report

---

<b>Unique Reference Number</b>	105300
<b>Local Authority</b>	Bury
<b>Inspection number</b>	363694
<b>Inspection dates</b>	5–6 April 2011
<b>Reporting inspector</b>	Sue Sharkey

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

---

<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>	216
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Cllr Alan Matthews
<b>Headteacher</b>	Mrs Sue Erswell
<b>Date of previous school inspection</b>	3 March 2008
<b>School address</b>	Ribble Drive Whitefield Manchester M45 8TD
<b>Telephone number</b>	0161 766 6625
<b>Fax number</b>	0161 796 3397
<b>Email address</b>	s.l.erswell@bury.gov.uk

---

<b>Age group</b>	3–11
<b>Inspection dates</b>	5–6 April 2011
<b>Inspection number</b>	363694

---

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the documentation in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Royal Exchange Buildings  
St Ann's Square  
Manchester  
M2 7LA

T: 0300 123 4234

Textphone: 0161 618 8524

E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)

W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2011

## Introduction

This inspection was carried out by three additional inspectors. The inspectors observed teaching and learning in 10 lessons and the work of eight teachers. Meetings were held with the headteacher, pupils, representatives of the governing body and staff. The inspectors observed pupils' work and looked at the school's system for tracking their progress, safeguarding documents and key policies. Inspection questionnaires from 89 parents and carers, 26 school staff and 91 pupils were also taken into account.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- Whether teachers make full use of assessment to ensure all pupils are consistently challenged and always know how to improve their work.
- What strategies the school has to raise attainment and improve achievement in writing.
- Whether the curriculum motivates and engages both girls and boys.
- How well the Early Years Foundation Stage curriculum is planned so that full use is made of both indoors and outdoors.

## Information about the school

Ribble Drive is of average size for a primary school. The proportion of pupils known to be eligible to free school meals is above the national average. Most pupils are from White British backgrounds but with a much smaller than average proportion who speak English as an additional language. The proportion of pupils with special educational needs and/or disabilities is above the national average. On the same site is a children's centre providing integrated services for children and their families in the community and an after-school club run by an independent management committee. These did not form part of the inspection but the report about the quality of their provision can be found on the Ofsted website. The school has Healthy School status and Intermediate International School Award.

**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

Ribble Drive Community Primary School is a good school. Its care, guidance and support for pupils and its links with a wide range of partners are outstanding. These links bring considerable benefits to pupils' learning and personal development. Parents and carers understandably feel that this is a caring school where pupils' personal development is given a high priority. Pupils are keen to be involved with projects in the community and are proud of the important role they play through the school council, in helping to improve the school. Pupils' behaviour throughout the school is good both indoors and out and this is recognised by parents, carers and pupils. By the time pupils leave they are active learners and confident young citizens, keen to play their part in the community. The skills and confidence that pupils develop ensure that they are well prepared for later life.

Children's love of learning begins in the Early Years Foundation Stage where they are well nurtured and cared for in a safe environment and make good progress. Attainment at the end of Year 6 in English and mathematics is average reflecting good achievement and progress for all groups of pupils in Key Stages 1 and 2, boys as well as girls. The school has a number of strategies in place to improve achievement in writing and these are proving to be successful. The school plans an engaging curriculum, which enables pupils to acquire good basic skills and effective independent learning skills.

Teachers are adept at using a good range of teaching styles to stimulate pupils' interest, and this is helping them to improve their writing especially. Work is usually well planned to meet the learning needs of pupils of all abilities. However, there is not a consistently high level of challenge in English and mathematics lessons in order to raise pupils' attainment. Pupils say that their individual targets help them know what they need to learn next. Much of teachers' marking is effective in guiding pupils' improvements; however, there are occasions when this is less evident. The curriculum is well enriched by a wide range of well-supported additional activities and clubs. Particular strengths in music and the performing arts are evident in pupils' outstanding work in these areas. These help them to develop a very good understanding of different cultures, supporting pupils' outstanding spiritual, moral, social and cultural development.

The school has good capacity to improve. The drive and ambition of the headteacher ensures that the school is always seeking ways to support pupils even more. Since the last inspection, accurate, rigorous self-evaluation has led to a wide range of effective strategies that ensure the school has continued to improve pupils' outcomes and the quality of provision.

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

- Raise pupils' attainment in English and mathematics to at least above average by:

**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

- ensuring that there is a consistently high level of challenge for all pupils in all lessons
- ensuring that marking consistently helps pupils to understand what they must do to improve their work.

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

**2**

Throughout the school, pupils are enthusiastic learners. They enjoy lessons, behave well and greatly value the support and guidance that the school gives them. Enjoyment and good progress in lessons were frequently evident during the inspection. During a Year 6 lesson, pupils were engaged in lively and thoughtful discussions as they converted decimals to fractions and percentages. They questioned each other, sharing thoughts and ideas as they took turns to cover correct answers in the game. The calm atmosphere created by the teacher was respected; there were no raised voices just quiet 'yelps' at the end of the session when correct answers were revealed. The activities ensured that all joined in and that all made good progress in using mathematical vocabulary as well as number conversions. In a Year 4 lesson, pupils had to improve paragraphs of writing by adding commas and joining words. The use of individual whiteboards helped pupils to try out their initial thoughts, make changes and explore new vocabulary. Overall, children enter the Early Years Foundation Stage with skills that are well below those expected for their age. They make good progress in both their Nursery and Reception Years. They continue to sustain good progress over time so that when they leave in Year 6 their attainment is average. Pupils with special educational needs and or/disabilities as well as those who speak English as an additional language make good progress because well-focused support for them is readily available.

Pupils' spiritual, moral, social and cultural development is outstanding. They have a keen sense of right and wrong; in lessons and when playing together they treat each other extremely well and take care of one another. Pupils enjoy and are captivated when they experience and learn something new about life. Pupils are keen to talk about how they are raising funds to improve the lives of others. They have been involved in the consultation process of developing the play area in a local park and planting bulbs in their local area. Pupils trust their teachers and other adults in school and say this helps them to always feel safe in school. They report that adults care for them and will always help them. Pupils possess a good awareness of the importance of being healthy and talk confidently about keeping themselves fit through regular exercise in school and through healthy eating.

**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

*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>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<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>	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>1</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

## How effective is the provision?

Teachers demonstrate good subject knowledge and skilful behaviour management. They have very good relationships with pupils and ensure that progress is good in the vast majority of lessons. When combined with the curriculum offered, this helps pupils to acquire considerable self-esteem, confidence and leadership skills. For example, following a project with other schools, Year 6 pupils successfully performed in an opera at the Royal Northern College of Music, and the school choir has recently performed in Manchester Cathedral and has an invitation to return. Lessons contain a good range of activities to enthuse pupils, however, the work set is not always highly challenging for all pupils. Pupils work well together, particularly in pairs and small groups, and teachers use this approach well to aid discussion and stimulate learning. Teachers assess pupils' learning well in lessons through good questioning and good explanations of how to improve their work. However, the marking of pupils' work does not consistently guide pupils in their next steps in learning. The work of teaching assistants is of a good quality. Teaching assistants support learning very well, especially when working with individuals.

The good curriculum caters well for both girls and boys and contributes purposefully to the good progress pupils make, including those with special educational needs and/or disabilities. The school is in the early stages of implementing changes to ensure the basic skills of writing and mathematics are included in a wider context, but this is not yet well established. Information and communication technology skills are well taught and pupils

**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

use computers and other resources with confidence. Visits complement classroom work and Key Stage 2 pupils take part in residential visits. Such activities help to raise pupils' awareness of different people's needs and life experiences, helping to ensure that they are well equipped for their future life.

Pastoral care is very strong, with outstanding support for, and rigorous monitoring of, the progress and development of pupils whose circumstances may make them vulnerable. The highly effective guidance and strategies used to encourage pupils' regular attendance, together with the learning mentor's very useful work with the parents and carers of pupils whose absence rate has been too high in the past, has improved attendance significantly. Strong links with other agencies and schools ensure that there are skilful interventions to support pupils with particular learning needs.

*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 has an accurate view of provision in the school and provides strong leadership. She is proactive and quick to harness staff strengths through a caring and supportive framework. Middle managers, including subject leaders, share the headteacher's vision for making the school even better for pupils. They accurately evaluate pupils' performance in their subjects and have a good understanding of their roles in improving pupils' progress. The tracking of pupils' progress is carried out by all teachers, and monitored rigorously by the deputy headteacher, who ensures that targets set for pupils enable them to achieve good outcomes. Excellent links with a wide range of agencies are highly effective in developing provision.

The governing body provides clear guidance; its members support and challenge with enthusiasm and commitment. They understand the school's strengths well and have a good involvement in shaping future direction. The governing body ensures that safeguarding is good. The school environment is well managed and is providing a safe site for pupils, who are very aware through the school's procedures and curriculum of how to stay safe. This is an inclusive school that works successfully to promote equal opportunities and avoid discrimination. This is exemplified through the overall good progress made by all groups of pupils and the way in which they work and play well together. The school's strong involvement in the local community, good links with other schools and the wider community and its success in extending pupils' awareness of other beliefs and ways of life, show that community cohesion is promoted well. The school has good links with parents and carers who appreciate the school's provision of a well-run breakfast club. The school gives good value for money.

**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

*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>1</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>2</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

Provision in the Early Years Foundation Stage gives children a good start in their personal, social and emotional development as well as in communication and language development. Children quickly settle into the Nursery class because of the high quality care and support they receive as well as the good partnerships with parents and carers and good induction processes. This provides a boost to successful learning. Leadership and management of the Early Years Foundation Stage are good, ensuring that children's safety and well-being are a priority. Children's progress is checked regularly and adults use the information to modify what they do to meet the needs of individuals. This helps all groups of children to learn well and make good progress towards the goals expected for their age. By the time they reach Year 1, most are still below the expected levels of knowledge, skills and understanding for their age. Planning ensures there is good use of both inside and outside areas, where children widen their learning experience, grow in their desire to explore and be independent and make good progress. The stimulating learning environment helps children to play, share and talk together. Children's behaviour is good. They thoroughly enjoyed using different materials to create a volcano. This excited them ensuring they were fully engaged in their learning. Discussions continued when children talked about dinosaurs which they know are extinct. However, this did not stop the discussion from extending children's speech and language, as well as the quality of their play. Children with special educational needs and/or disabilities make good progress because early assessment highlights their needs and teaching assistants provide good support.

**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

*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

Most parents and carers who returned the questionnaires are pleased with the quality of education and support for their children. They feel that their children enjoy school, are kept safe and are pleased with their children's progress. Some parents and carers took time to add comments to the questionnaire they returned, many to reinforce the strength of their positive views. There was a very small minority of parents and carers who raised concerns and these were looked into during the inspection. Some parents and carers were concerned about how the school informs them of their children's progress. The inspectors investigated these during the course of the inspection and found that parents and carers are invited to evenings during the year when they can talk with teachers about their children's progress. Parents and carers receive an annual written report about their children and the school welcomes parents and carers to talk informally with the headteacher and teachers at any time during the school year.

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

Ofsted invited all the registered parents and carers of pupils registered at Ribble Drive Community 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 89 completed questionnaires by the end of the on-site inspection. In total, there are 216 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	49	55	35	39	4	4	1	1
The school keeps my child safe	59	66	28	31	0	0	0	0
My school informs me about my child's progress	36	40	42	47	9	10	0	0
My child is making enough progress at this school	37	42	45	51	6	7	0	0
The teaching is good at this school	43	48	44	49	1	1	0	0
The school helps me to support my child's learning	42	47	40	45	6	7	0	0
The school helps my child to have a healthy lifestyle	36	40	51	57	1	1	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	43	42	47	5	6	0	0
The school meets my child's particular needs	36	40	46	52	2	2	0	0
The school deals effectively with unacceptable behaviour	33	37	47	53	3	3	0	0
The school takes account of my suggestions and concerns	31	35	51	57	1	1	1	1
The school is led and managed effectively	41	46	43	48	3	3	0	0
Overall, I am happy with my child's experience at this school	44	49	41	46	2	2	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 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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

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 are for the period 1 September 2009 to 31 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2009/10 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.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

## 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.

**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.**



7 March 2011

Dear Pupils

**Inspection of Ribble Drive Community Primary School, Manchester, M45 8TD**

Thank you for making the inspectors feel so welcome when we visited your school recently. We enjoyed talking with you and watching you learn in lessons. We found that you have a good understanding of the importance of keeping healthy. Your behaviour is good and raising money for various charities is just one way in which you make a good contribution to the community. Overall, we found that your school provides you with a good education, so that you are able to make good progress in your work.

There are some things that we have asked the school to do to help to make it better. First, for teachers to ensure that they challenge you even more in lessons so that you do better in your work. Second, we have asked teachers to mark your work differently so that you always know how to improve.

Congratulations on everything you do with the community and with other schools.

You may not know all the groups of people that the school works with to help you in all kinds of ways, but we found that they are excellent in helping you learn and enjoy many activities. We were amazed at how well you performed and sang in assembly. No wonder you were invited to perform in Manchester Cathedral and at the Royal Northern College of Music. I know your school are very proud of you and I'm sure your parents and carers were too when they heard and saw some of you sing.

Your headteacher, staff and the governing body care for you extremely well. They support you in all the work you do, helping you to attend school where you can enjoy being with your friends learning new things every day. When we looked at all they do to care, guide and support you we thought this was outstanding. Remember always to do your best and help your teachers. Thank you for helping us and for being so polite.

Yours sincerely

Sue Sharkey

Lead inspector

**Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).**