

Inspection of a school judged good for overall effectiveness before September 2024: Ryedene Primary and Nursery School

Ryedene, Off Clover Way, Vange, Basildon, Essex SS16 4SY

Inspection dates:

25 and 26 March 2025

Outcome

Evidence gathered during this ungraded (section 8) inspection suggests that the school's work may have improved significantly across all areas since the previous inspection. The school's next inspection will be a graded inspection.

The head of school is Adam Toomer. This school is part of the Lee Chapel Multi Academy Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer (CEO), Sue Jackson, and overseen by a board of trustees, chaired by Craig O'Callaghan.

What is it like to attend this school?

Pupils grow into confident, charismatic individuals. The warm, personal welcome they and their families receive daily, sets the tone for strong, trusting relationships. Pupils and their families like how leaders and staff take the time to truly get to know them. It helps pupils feel valued, happy and safe.

Classrooms are calm. Pupils move sensibly through the school. This is because the school instils a range of positive behaviours. For example, pupils offer polite greetings and hold doors open for others. When behaviour slips, staff act swiftly. Learning mentors help pupils to reflect and resolve issues promptly. Rewards motivate pupils. These include collecting 'golden tickets' for prizes to earning a spot on the 'values board' for a chance to enjoy afternoon tea with a school leader.

Pupils rise to the high expectations and make strong progress. Targeted support helps them to achieve well from their starting points. Leaders collaborate across the trust to strengthen the curriculum, which shows in pupils' sharper recall of times tables and deep knowledge of the countries they study. A wealth of clubs, trips and visitors enriches learning, broadening horizons and raise pupils' aspirations for the future.

What does the school do well and what does it need to do better?

The early years provision is exceptional. Nursery-age children settle quickly, following simple instructions and engaging purposefully in well-planned activities. In the Reception Year, many read, write and use numbers well for their age. Carefully structured lessons build on what children know. Writing activities link closely to the letter sounds they have learned, helping them move quickly from forming letters to writing full sentences. Whether playing independently or working with staff, children show confidence and enthusiasm. Many make strong progress in a setting where expectations for behaviour and learning are clear.

Reading is seamlessly woven throughout the curriculum. This gives pupils frequent opportunities to discuss and decipher texts. Skilled staff use checks effectively to identify any gaps, ensuring no pupil is left behind. Targeted teaching and extra tuition build accuracy and confidence. This enables pupils to read their books fluently and with growing independence.

The curriculum is expertly designed, enabling pupils to produce high-quality work and confidently discuss their learning. Trips and workshops deepen understanding, linking new knowledge to classroom learning. Pupils achieve well by the end of Year 6. The school's strong expectations for attendance, behaviour and learning drive this impressive success.

The school has strengthened support for pupils with special educational needs and/or disabilities. Staff receive and follow expert guidance, using effective strategies, especially for speech and language support. There is a proactive approach to meeting parents and carers, particularly to help them navigate support from external partners. By working collaboratively to update support plans, the school reassures parents that it is doing all it can to secure their children's entitlement to suitable and effective support.

Pupils' wider development is a clear priority. There are enriching experiences woven into the curriculum to raise aspirations and create lasting positive memories. Frequent performance opportunities nurture creativity and build confidence. The school offers an impressive number of clubs for its size, leading to cross-school events like tag rugby tournaments and poetry slams. A growing emphasis on careers education introduces pupils to varied roles, such as author, florist and footballer, to expand their aspirations.

Staff play a vital role in shaping pupils' success. They give clear instructions and consistently reinforce positive behaviours. They spot and reward pupils for demonstrating school rules and values, fostering excellence and respect. With structured routines and well-organised spaces, staff ensure safe, sensible behaviour. They create a calm, supportive environment where pupils can thrive.

The school champions attendance. A clear system of letters, meetings and home visits challenges and supports families. More parents

The school engages well with parents to create a supportive environment. For example, the school steps in and supports families in times of crisis, helping them to secure the extra help they need.

The trust supports staff well-being by encouraging professional conversations across its schools. Staff share expertise to tackle improvement priorities together. Seeing their impact on pupils lifts morale. Training and recognised qualifications boost confidence, build skills and support career growth. As a result, staff feel valued and willingly help keep the school running smoothly.

Trustees and leaders collaborate effectively to review and drive improvements across the school. Pupils' interests are at the heart of every decision.

Safeguarding

The arrangements for safeguarding are effective.

Background

Until September 2024, on a graded (section 5) inspection we gave schools an overall effectiveness grade, in addition to the key and provision judgements. Overall effectiveness grades given before September 2024 will continue to be visible on school inspection reports and on Ofsted's website. From September 2024 graded inspections will not include an overall effectiveness grade. This school was, before September 2024, judged to be good for its overall effectiveness.

We have now inspected the school to determine whether it has taken effective action to maintain the standards identified at that previous inspection. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school's work has improved significantly or that it may not be as strong as it was at the last inspection, then the next inspection will be a graded inspection. A graded inspection is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the first ungraded inspection since we judged the school to be good for overall effectiveness in June 2019.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	143127
Local authority	Essex
Inspection number	10345445
Type of school	Primary
School category	Academy sponsor-led
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	428
Appropriate authority	Board of trustees
Chair of trust	Craig O'Callaghan
CEO of the trust	Sue Jackson
Headteacher	Adam Toomer (head of school)
Website	www.ryedene.essex.sch.uk
Dates of previous inspection	26 and 27 June 2019, under section 5 of the Education Act 2005

Information about this school

- Since the last inspection, a significant portion of the school's leadership has changed, including the head of school. Also, the school has expanded to become a two-form entry primary school. Therefore, its facilities have been expanded and updated, including a new building for the key stage 2 classrooms.
- The school offers before- and after-school childcare. It is run by school staff and overseen by school leaders.
- The school does not currently make use of alternative provision.

Information about this inspection

The inspector carried out this ungraded inspection under section 8 of the Education Act 2005.

- Inspections are a point-in-time evaluation about the quality of a school's education provision.

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the school and has taken that into account in his evaluation of the school.
- The inspector held meetings with leaders, including the CEO, head of school, assistant headteachers, the chair of the trust board, the chair of the local governing body, who is also a trustee, and two local governors. The inspector also spoke to a representative of the Essex Virtual School.
- The inspector visited a sample of lessons, spoke to some pupils about their learning and their wider school experience, looked at samples of pupils' work and listened to a small sample of pupils read to a familiar adult.
- To evaluate the effectiveness of safeguarding, the inspector: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- The inspector reviewed school documentation, including the school improvement plan, minutes of meetings of the trust board and minutes of meetings of the local governing body.
- The inspector considered responses to Ofsted's staff survey and Ofsted Parent View, including the free-text responses.

Inspection team

Daniel Short, lead inspector

His Majesty's Inspector

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