

Ryhope Infant School

Inspection report

Unique Reference Number	108788
Local Authority	Sunderland
Inspection number	337152
Inspection dates	22–23 November 2010
Reporting inspector	Graeme Clarke

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

Type of school	Primary
School category	Community
Age range of pupils	3–7
Gender of pupils	Mixed
Number of pupils on the school roll	190
Appropriate authority	The governing body
Chair	Ms Sue Brown
Headteacher	Mrs Christine Ray
Date of previous school inspection	8 March 2007
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Introduction

This inspection was carried out by three additional inspectors. They observed the work of seven teachers in the school during short visits to parts of lessons and extended visits to nine lessons. They joined a school assembly. They examined a variety of examples of pupils' written work. Inspectors held meetings with members of the governing body, teachers and a group of pupils. They scrutinised the school's child protection and safeguarding documentation, information about the curriculum, development plans, records of pupils' progress and minutes of meetings. They analysed 52 questionnaires from parents and carers and 30 from members of staff.

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

- How effectively the school is raising attainment in mathematics.
- The progress made by girls and by higher-attaining pupils.
- How effectively partnerships, particularly with parents and local agencies, support pupils' learning.
- In relation to their age, how well the school enhances pupils' awareness of aspects of community cohesion beyond the immediate locality.

Information about the school

This is an average sized infant school. A Children's Centre is integral with the school. The governing body manages full day care for children from birth to three years old, before- and after-school care for children up to 11 years of age and extended care services throughout the year. The number of pupils who are known to be eligible for free school meals is well above average. An above average proportion of pupils have special educational needs and/or disabilities; fewer than average have a statement of special educational needs. Most pupils are of White British heritage and a small number of pupils with Pakistani and East European origins speak English as an additional language. The school has gained Healthy School status, the Activemark, the intermediate International award and the Silver Eco 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

This is a good school where children thrive. Since the last inspection the school has sustained pupils' good progress and achievement as a result of maintaining effective teaching, a good curriculum and now by providing outstanding care, guidance and support. A wide range of activities augment pupils' experience and widen their horizons. In turn, most aspects of pupils' personal development have markedly improved. Pupils feel exceptionally safe and their behaviour, and consideration for others, is exemplary. They have an extensive knowledge of the importance of looking after their health and well-being, and they make a very creditable contribution to their school and local community. Together, their spiritual, moral, social and cultural development is outstanding.

These outstanding outcomes stem from the strong drive and ambition of the headteacher and leadership team. They ensure all staff work with a common purpose to nurture pupils' development and improve learning. They forge exceptionally fruitful partnerships with parents. Careful review and evaluation make a secure contribution to clear self-evaluation and development planning that focuses on raising attainment and progress. The school's capacity for further improvement is good.

Children join the Nursery with skills and abilities generally expected for their age, but their language skills and social development are lower than expected. They thoroughly enjoy learning and participate wholeheartedly in lessons. From their starting points they make good progress through both the Early Years Foundation Stage and in Years 1 and 2. Determined and successful initiatives to improve learning have led to a year-on-year rise in attainment which is now above average. Pupils' progress and attainment is better in reading and writing than in mathematics, which is closer to average. The exceptional quality of care, guidance and support, with well-chosen activities to support pupils with special educational needs and/or disabilities, makes a most effective contribution to the good progress they make. Although teachers gather accurate information about pupils' attainment, they do not fully exploit its use to foster their better progress. Not all higher-attaining pupils are sufficiently extended with appropriately challenging work to help them reach the highest levels. When marking pupils' work, teachers celebrate pupils' accomplishments but do not comment to help them take the next steps in their learning.

What does the school need to do to improve further?

- Raise attainment further, especially in mathematics and for the more-able pupils in Years 1 and 2 by:
 - implementing without delay planned initiatives to improve mathematics

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- ensuring teachers use assessment information to make activities sufficiently demanding and that lessons are structured well to enable higher-attaining pupils to meet the challenge
- including comments in marking that tells pupils the level they should aim to reach and what they can do to reach them.

Outcomes for individuals and groups of pupils

1

Pupils thoroughly enjoy learning and achieve well. They take part with wholehearted enthusiasm in lessons where they are motivated to work hard and are eager to do well. They are keen to respond to questions and confidently offer good answers such as when they have to explain their reply. They become engrossed in their work and participate fully and responsibly in class and individual activities. Older pupils write legibly and take care to present their work neatly and clearly.

Both boys and girls make good progress as they move through the school and leave Year 2 attaining above average levels in reading and writing. Their mathematical attainment is broadly average. Attainment has improved year-on-year since the last inspection. The results of national tests show that pupils with special educational needs and/or disabilities attained notably better than their counterparts nationally. Those learning English as an additional language are also supported to make good progress. However, fewer higher-attaining pupils than expected made sufficiently good progress in Years 1 and 2 to attain the highest levels. This picture of attainment and progress continues for pupils presently in school.

Pupils feel entirely safe in school and know exactly what to do in the event of a concern. They are comfortable and courteous when talking with adults. They are respectful and exceptionally well behaved in classes and around the school. Pupils speak informatively about the importance of a healthy diet, exercise, sleep and personal hygiene. Through their very active school council, buddy system to help others, eco-club, charitable work, and links with elderly people and the church, they make an outstanding contribution to both their local and school community. Above average attendance, experience of enterprising activities and well developed basic skills together equip pupils effectively for their future economic well-being.

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These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils' attainment ¹	2
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
The extent to which pupils feel safe	1
Pupils' behaviour	1
The extent to which pupils adopt healthy lifestyles	1
The extent to which pupils contribute to the school and wider community	1
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	1

¹ 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?

Lessons are characterised by clear learning intentions and well sequenced activities which promote good progress in writing and mathematics. Teachers and assistants work well together to foster pupils' learning. Skilfully managed and lively class discussion encourages pupils' active involvement, successfully reviews their learning and consolidates their understanding. Pupils follow classroom routines diligently and work with commendable endeavour. Year 2 pupils generally make good progress in English and mathematics lessons where classes are arranged according to their ability. However, on occasions lesson activities are not sufficiently well-designed for high-attaining pupils and they find some tasks too difficult. In turn, when left to work independently they lose motivation and do not make as much progress as they could. The marking of pupils' work does not always provide clear enough steps so they know how to reach the next step in their learning. Teachers do not offer pupils helpful information about their level of work or targets to which they should aspire.

A firmly established curriculum very successfully makes pertinent links between subjects to develop pupils' basic skills. Through carefully designed activities and interventions pupils are able to practise skills and improve their reading standards. Partnerships, such as those which foster awareness of local heritage and the recently established links with schools in other countries, expand pupils' cultural development. Pupils are, for example, justifiably proud of an impressive display of their art work. Effective adaptations to the curriculum

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successfully help pupils with special educational needs, or those learning English as an additional language, play a full part in school life.

An exceptionally strong ethos of nurture and care prevails throughout. Considerate relationships assure the welfare of all pupils. Careful identification, skilful teaching assistance and a close eye kept on their development together make a key contribution to foster vulnerable pupils' confidence and progress. Excellent arrangements successfully ensure continuity and a smooth transition for pupils from one part of the school to the next. The school ensures that pupils' well developed basic skills and outstanding aspects of their personal development prepare them exceptionally well for moving onto the neighbouring junior school. An exceptionally positive partnership with parents and carers fosters above average attendance.

These are the grades for the quality of provision

The quality of teaching	2
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	2
The effectiveness of care, guidance and support	1

How effective are leadership and management?

The senior leadership team drive improvement with dedication and commitment. They have successfully addressed issues raised at the last inspection. Their commendable team spirit and ambition to foster all aspects of children's development and achievement are vital strengths. All staff embrace the school's aims for the care of pupils. Equality of opportunity is good for the majority of pupils and the school has plans to challenge the more able to enable them to fulfil their potential. Senior leaders have a well informed, accurate evaluation of the school's work. The governing body is effective and well informed. Through full discussion and consideration of the headteacher's and local authority's reports, which provide up-to-date perspectives, they hold the school to account. Mindful of the need to enhance their role further, they have plans to become more involved in gathering information at first hand and being proactive in evaluation and strategic planning. The governing body and the school ensure that up-to-date training and procedures combine to assure all aspects of safeguarding pupils' welfare.

Through many avenues the school fosters a highly successful partnership with parents and carers, with a sharp focus on enlisting their support to help their children learn at home. By promoting this and other partnerships with local agencies and community organisations, and by fostering links with schools in other countries, the school makes a good contribution to community cohesion.

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These are the grades for leadership and management

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

Early Years Foundation Stage

Children benefit throughout this period of their education. When they join the Nursery, a majority of children's skills are close to the expectations for their age in most areas of learning but below expectations in their use of language and in their personal and social development. A great majority leave the Reception class having made good progress in most areas of learning to reach or exceed the goals expected for their age. Their progress in mathematical development is notably good but it is slower in writing. Children settle quickly, follow routines and work and play well together or independently. They soon form excellent relationships with other children and adults and behave outstandingly well. Overall they achieve well.

Skilled staff make very effective use of the well-resourced and organised indoor and outdoor facilities to provide a learning environment in which children feel safe and develop confidence. They learn in a carefully managed way that blends activities that they choose for themselves with well-tailored adult support or direction. Lively teaching, focused on developing basic skills, and a good balance of well-arranged activities in all areas of learning stimulates their imagination and enjoyment.

Governors have ensured all requirements for children's welfare and childcare registration are met through good quality joint leadership and management of the Early Days at Ryhope Nursery Centre and the Early Years Foundation Stage. Care and education are well integrated. For example, there are excellent resources and activities provided for the youngest children as well as for older pupils accessing the care available before and after school. Provision at the Centre is outstanding; from an early age, all children are happy, contented and confident.

All staff work and plan effectively together as a coherent team in this exceptionally well led and managed stage of children's education. Of especial note is the close cooperation

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and productive partnerships between staff in Early Days at Ryhope Nursery Centre and with parents and carers to make use of facilities available at the centre. Crucially, this leads to clear continuity of learning and a seamless transition to the Early Years Foundation Stage. Leaders successfully maintain parents' and carers' support for helping their children learn and, in turn, parents and carers express a very high degree of satisfaction and feel assured about the school's provision for their children. The use of a key worker who has responsibility for a small group of children ensures staff have a very good knowledge of children's progress and interests and help them develop further. They rightly give high priority to ensuring children continue to make good progress as they move through Nursery into Reception and then on into Year 1.

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	1

Views of parents and carers

A broadly average proportion of parents and carers returned questionnaires and almost all were entirely supportive. Of particular note is that most parents and carers strongly agree that their children enjoy school, are kept safe and well prepared for the future. Parents and carers consider they are well informed about their children's progress and happy with their children's experience in school. Of the small number who wrote comments, almost all were very positive and appreciative of the support their children receive. The way the school deals with unacceptable behaviour is the only aspect where a concern was raised. The inspectors found that teachers skilfully manage the difficult behaviour which a very few pupils present and ensure that it does not affect the learning of others.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Ryhope Infant 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 52 completed questionnaires by the end of the on-site inspection. In total, there are 190 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	43	83	8	15	0	0	0	0
The school keeps my child safe	49	94	3	6	0	0	0	0
My school informs me about my child's progress	44	85	8	15	0	0	0	0
My child is making enough progress at this school	37	71	15	29	0	0	0	0
The teaching is good at this school	40	77	12	23	0	0	0	0
The school helps me to support my child's learning	39	75	13	25	0	0	0	0
The school helps my child to have a healthy lifestyle	34	65	16	31	0	0	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)	42	81	9	17	0	0	0	0
The school meets my child's particular needs	39	75	13	25	0	0	0	0
The school deals effectively with unacceptable behaviour	37	71	9	17	1	2	0	0
The school takes account of my suggestions and concerns	27	52	24	46	0	0	0	0
The school is led and managed effectively	33	63	19	37	0	0	0	0
Overall, I am happy with my child's experience at this school	42	81	10	19	0	0	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	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

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 March 2010 and are the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn and spring terms 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. 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 pupils' 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.



24 November 2010

Dear Pupils

Inspection of Ryhope Infant School, Sunderland, SR2 0RT

My colleagues and I really enjoyed our visit to inspect your school. Thank you for helping us when we came to see you at work in your lessons and assembly. You were very polite and we did enjoy talking with those of you whom we met. We were pleased to see how you take part enthusiastically in activities during and after school. You are exceptionally well behaved and polite. We were delighted to see how much you contribute to school life and help others. We were very impressed with your art work that some of you showed us displayed on the walls.

Yours is a good school. All the adults in the school look after you exceptionally well and keep you safe. You make good progress in the Nursery and Reception classes and throughout Years 1 and 2. You do well because your school gives you a good, wide range of activities led by teachers and visitors as well as visits to interesting places. Your attainment is improving and is now above average in reading and writing but not so high in mathematics. We have asked your teachers to help you do better in mathematics. Those of you needing extra help do very well. Some children leave the Reception class having done well but then do not make as much progress as they could. We have asked your teachers to give you work in lessons that will help you all make as much good progress as possible. When we looked at your books we liked the way your teachers let you know what you have done well. When they mark your work we have asked them to let each of you know what you should aim to do well and how you can improve your work.

You have many opportunities at Ryhope Infant School to learn about life and these help you to prepare for the future. We hope that you all do really well.

Yours sincerely

Mr Graeme Clarke

Lead inspector

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