

Ryton Community Infant School

Inspection report

Unique Reference Number	108352
Local Authority	Gateshead
Inspection number	356343
Inspection dates	18–19 November 2010
Reporting inspector	Margaret Armstrong

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	165
Appropriate authority	The governing body
Chair	Cllr Christine McHatton
Headteacher	Mrs Janice Porter
Date of previous school inspection	4 March 2008
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Introduction

This inspection was carried out by three additional inspectors. The inspectors visited eight lessons, taught by six different teachers and held meetings with governors, staff and groups of pupils. Inspectors looked in detail at the following: the school's development plans and safeguarding policies; the school's data on pupils' progress; and systems for monitoring the quality of teaching. There were 51 questionnaires returned by parents and carers and scrutinised by the inspection team. Staff questionnaires were also analysed during the inspection.

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

- The learning and progress of pupils to determine whether actions taken by the school to improve provision in writing have been successful.
- How effectively leaders and managers monitor, review and evaluate the impact of their actions on outcomes for pupils.
- The effectiveness of the outdoor provision in the Early Years Foundation Stage.

Information about the school

This is smaller than the average-sized infant school. It shares a campus with a junior school and a comprehensive school. Almost all pupils are White British. The number of pupils known to be eligible for free school meals is average. The proportion of pupils with special educational needs and/or disabilities is low. The school has achieved Healthy School status. It offers a number of learning opportunities for families. The school has had a number of staff changes over the past year.

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. Positive relationships and good pastoral care result in pupils' good behaviour and enthusiasm for learning. Through the development of good partnerships, the school offers an increasing range of activities which pupils enjoy. Pupils comment positively on the creative themed days and special events such as 'Puzzle Day' which capture their interest. Their good understanding of a healthy lifestyle and how to stay safe and their good social skills mean they are well prepared for the next stage of their education. Pupils spoke confidently about the contribution they have made to improve the life of the school. For example, they are proud of the work they have done to help design an 'Eco Village' for the local community. The school's engagement with parents is good and most are very appreciative of the work of the school and speak highly of the, 'warm, friendly and welcoming atmosphere' which pervades it.

Attainment is above average by the end of Year 2 and achievement is good. Children start in the Nursery at a level which is typical for their age. Provision in the Early Years Foundation Stage is sound. However, opportunities are sometimes missed to provide activities that engage and excite children, especially outdoors. Pupils make consistently good progress as they move through Key Stage 1. This is a result of high expectations and good teaching. The skilled work of support staff, together with effective intervention and support, enables pupils with special educational needs and/or disabilities and other vulnerable pupils to progress equally as well as others.

The headteacher, willingly supported by her staff, provides dedicated and thoughtful leadership that has ensured the school continues to have a good capacity for improving and sustaining its strengths during a period of change. Generally, self-evaluation is accurate and this has meant the school has successfully addressed weaknesses identified at the last inspection. Current procedures for monitoring and evaluation have served well enough but lack sufficient rigour. Governors support the school well and are committed to continuous improvement. Resources are managed well to secure good outcomes for pupils.

What does the school need to do to improve further?

- Strengthen monitoring and evaluation in the school by:
 - establishing clearer formal routines for undertaking monitoring activities throughout the year
 - refreshing training for senior leaders in order to bring more rigour to lesson observations and scrutinising of pupils' written work

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- developing manageable records of findings and using them to secure further improvements in teaching and learning.
- Improve the quality of outdoor learning for Reception children by:
 - providing exciting activities which have a clear focus on specific learning and that entice children to become more involved
 - using adult support more effectively in order to extend children's play and to provide more challenge for all children, especially those who are more able
 - ensuring adults make precise observations of what children say and do and use this information to plan the next steps in each child's learning.

Outcomes for individuals and groups of pupils**2**

Pupils enjoy lessons and are active participants who are keen to succeed. They respond well in lessons and work hard to complete their tasks. Strong relationships ensure that pupils behave well, are friendly and helpful to one another and respectful to adults. As a result attainment is above average by the end of Year 2 and achievement is good. Pupils make good progress because lessons have a positive impact on their learning. The more-able pupils, for example, are challenged and supported well to attain the higher levels by the end of Key Stage 1. Pupils who have special educational needs and/or disabilities make good progress because of the carefully tailored support they receive. The school has been successful in ensuring boys perform as well as girls, particularly in writing.

Pupils feel safe in school and they know who to turn to if they have a problem. They talk enthusiastically about the interesting experiences the school offers them. Pupils thoroughly enjoy the wide range of physical activities provided and recognise this helps them keep healthy and positively engaged. Pupils' good spiritual, moral, social and cultural development is reflected in their positive attitudes towards school, each other and the world in general. They are proud of the contributions they make to the school. For example, they act responsibly as school councillors and actively support church and community events. Well-developed social skills, good attendance and a good grounding in the basic skills prepare pupils well for the next stage of their education.

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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	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account:	
Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	2

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?

Teachers set clear expectations for all pupils. They explain to pupils how they will know when objectives have been achieved. Consequently, pupils know what they have to do to be successful. Pupils are eager to learn because teachers use a range of exciting activities and resources. For example, they use information and communication technology confidently to reinforce key teaching points. As a result lessons have good pace and pupils engage well. Teachers are skilled at intervening when pupils need individual support. They are quick to pick up any misconceptions in their learning and provide clear guidance to enable pupils to achieve well. Teaching assistants are well trained and provide good support for individuals and small groups. There is some informative marking with indicators for improvement that help pupils progress and meet their targets, although this is not consistent across subjects or across the different year groups.

The curriculum has been developed well to enhance pupils' motivation to learn. It is adapted expertly to meet the needs of pupils with special educational needs and/or disabilities and other vulnerable pupils. There is a consistent approach to teaching literacy, numeracy and other key skills across the curriculum. This contributes well to pupils' enjoyment of learning. A good range of activities are available to all pupils during the school day. These include opportunities to participate in exciting projects for dance, music and art. Pupils benefit from a wide range of experiences outside school. These include visits to historical centres, churches and theatres. The strong partnerships with other

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schools are supporting the school well in developing its curriculum. As a result the number of after-school activities is impressive and greatly enrich what the school offers.

The well-targeted care and support for pupils enable them to flourish in a safe and secure environment. The clear guidance which is given for behaviour, for example, is appreciated by all pupils. Close monitoring of attendance has enabled the school to reduce the number of persistent absentees. Parents and carers are kept informed of their children's well-being and they receive good quality information about academic progress and their child's targets for improvement. Working closely with external agencies means that support for vulnerable pupils is rapid and involves a wealth of specialist expertise. Support for transition to the junior school is strong and this ensures pupils settle quickly into new surroundings.

These are the grades for the quality of provision

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

How effective are leadership and management?

The headteacher's success in sharing her ambition for the school is demonstrated by the good team spirit which pervades the school. The school's positive reputation in the community and the good outcomes for pupils are due to the effective support of staff and governors who share the headteacher's values and expectations. Currently, the collection and analysis of assessment data feature strongly in the school's monitoring. This contributes to the setting of challenging targets for individual pupils and fulfils the school's commitment to promoting equality of opportunity for all groups of pupils to succeed. The other aspects of monitoring, such as scrutiny of pupils' written work and lesson observations, although undertaken, are infrequent. They are not rigorous enough in focusing on the impact of teaching on pupils' learning. The headteacher recognises that monitoring within the school needs to have greater depth.

Leaders succeed well in ensuring pupils flourish in a cohesive school community. Good partnerships with specialist agencies ensure vulnerable pupils are well supported. A particular strength is the breadth of work undertaken to support pupils' understanding of cultural diversity. Consequently, the school promotes community cohesion well. The governing body has extended its role in holding the school to account and is influential in determining the strategic direction of the school. There is a clear understanding of key responsibilities, especially those which require rigorous assurance checks. As a result, safeguarding arrangements are robust and meet all requirements well, ensuring the safety and well-being of staff and pupils.

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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	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	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 settle well when they first start in Nursery and quickly adapt to the daily routines. This is because adults are attentive, listen to the children and create conditions in which children feel welcomed, safe and secure. As a result, children make good progress and achieve well. The large majority reach the level expected at the start of Year 1 though this does vary from year-to-year depending on children's ability and readiness to learn. Although the outdoor area provides some interesting activities, it is not as stimulating as the indoor provision, particularly in the Reception class. Outdoor activities are not always planned with a clear focus on learning, and staff do not encourage children as well as they could into exciting activities that extend their knowledge and skills. The use of assessment is developing but observations are not sharp enough to help teachers pinpoint exactly what individual children need to do next to move their learning on. Leadership and management are satisfactory but plans to improve areas of weakness are at an early stage of development. Arrangements to secure the health, safety and welfare of the children meet requirements. Parents are given good information to help them support their children's learning.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	3
Taking into account: Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation	3

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

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Stage	
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Views of parents and carers

Parents and carers have overwhelmingly positive views of the school. This was matched by staff responses to their questionnaires. Parents feel their children are very safe and well cared for throughout the school. They comment that their children enjoy school, are well prepared to lead a healthy lifestyle and that staff work hard to help children achieve as well as they should. A small number expressed concern regarding the way the school deals with unacceptable behaviour. Inspectors judged that the school works well to support individuals in handling their behaviour and that it is good.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Ryton Community 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 51 completed questionnaires by the end of the on-site inspection. In total, there are 165 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	42	82	9	18	0	0	0	0
The school keeps my child safe	42	82	9	18	0	0	0	0
My school informs me about my child's progress	26	51	24	47	0	0	0	0
My child is making enough progress at this school	36	71	14	27	0	0	0	0
The teaching is good at this school	38	75	13	25	0	0	0	0
The school helps me to support my child's learning	38	75	13	25	0	0	0	0
The school helps my child to have a healthy lifestyle	34	67	17	33	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)	33	65	15	29	0	0	0	0
The school meets my child's particular needs	31	61	20	39	0	0	0	0
The school deals effectively with unacceptable behaviour	22	43	24	47	2	4	1	2
The school takes account of my suggestions and concerns	27	53	23	45	0	0	0	0
The school is led and managed effectively	33	65	18	35	0	0	0	0
Overall, I am happy with my child's experience at this school	42	82	9	18	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.



20 November 2010

Dear Pupils

Inspection of Ryton Community Infant School, Ryton NE40 3AF

Thank you for the friendly welcome you gave to inspectors when we visited your school recently. We enjoyed talking to you and especially liked the way in which you care for each other and your school. We would like to give special thanks to those who gave up their own time to talk to us about school life. We were impressed with your behaviour and the valuable contribution you make to the school and local community. We were particularly interested in the way you take responsibility as members of the school council and organise fund-raising. Yours is a good school and we found it to be a happy place where people get on very well and treat each other with respect. Your teachers know each one of you very well and find lots of interesting ways to help you learn and develop. We saw this in your lessons and in some of the exciting activities the school organises for you. As a result you attain above-average standards by the time you leave at the end of Year 2.

You have a good understanding of how to live healthy lifestyles. The adults who care for you make sure you are well looked after and I know you feel safe in school. Your parents and carers told us they are very happy with the work of the school. The headteacher, staff and governors have your best interests at heart and they are dedicated to making sure you do well. It is clear you have many lovely experiences in school but we have asked your headteacher and governors to help you even more. We have asked them to find ways of checking more carefully how well you are learning in lessons. We also think children in the Early Years Foundation Stage need more exciting and interesting activities, particularly when they are working outdoors. You can help by continuing to come to school as regularly as you do and by helping each other in and around school.

Yours sincerely

Mrs Margaret Armstrong

Lead inspector

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