

# Ravensworth Terrace Primary School

## Inspection report

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<b>Unique Reference Number</b>	108333
<b>Local authority</b>	Gateshead
<b>Inspection number</b>	377737
<b>Inspection dates</b>	28–29 November 2011
<b>Reporting inspector</b>	Graeme Clarke

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>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	196
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Barbara Davidson
<b>Headteacher</b>	Brian Johnson
<b>Date of previous school inspection</b>	8 December 2008
<b>School address</b>	Birtley Lane Birtley Chester le Street DH3 2PP
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## Introduction

This inspection was carried out by three additional inspectors. They observed the work of nine teachers in the school during short and extended visits to 13 lessons and an assembly of the whole school. They examined a variety of pupils' written and mathematical work. Inspectors held meetings with members of the governing body, teachers and groups 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 of the governing body. They analysed 117 questionnaires from parents and carers, 137 from pupils in Key Stage 2 and 14 from members of staff.

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

- How much progress is made by pupils in Years 3 and 4 and by those with special educational needs and/or disabilities currently in Key Stage 2?
- How far do pupils develop basic and workplace skills?
- How well is work in lessons adapted to suit all pupils?
- How does the governing body ensure the school promotes all aspects of community cohesion?

## Information about the school

Ravensworth Terrace is smaller than the average sized primary school. An average proportion of pupils is known to be eligible for free school meals. The school supports a higher than average proportion of pupils with special educational needs and/or disabilities, although the number with a statement of special educational needs is lower than average. Most pupils are White British. Others mainly have a European or Asian heritage, with a small number learning English as an additional language. The school has gained Healthy Schools status, the International Schools and Basic Skills awards. A new headteacher joined the school after the previous inspection.

**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?**

**1**

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

**2**

## Main findings

Ravensworth Terrace Primary provides an outstanding education for its pupils. It is rapidly improving and this is evident in the excellent teaching, a very rich curriculum and exceptional care, guidance and support that lie at its heart. In this entirely inclusive school, pupils thrive because everyone has an equal opportunity to develop their talents and demonstrate their accomplishments. The staff work with a common purpose to promote the school's values and to ensure that safeguarding the welfare of pupils is given the highest priority. As a result, pupils have an excellent awareness of how to stay safe. The school is harmonious, calm and orderly and pupils are entirely at ease. Pupils behave exceptionally well: they are confident, very polite and considerate. They have an extensive knowledge of the importance of keeping themselves healthy. Through excellent links with families, parents' and carers' confidence in the school is notably high and pupils' attendance has markedly improved to above average. Exceptionally fruitful partnerships with other schools and agencies augment pupils' learning which contributes to their outstanding achievement.

Action to improve teaching has resulted in excellent provision in the Early Years Foundation Stage and in Key Stages 1 and 2. This successfully leads to pupils' outstanding learning and progress throughout the school. Teachers use information from assessing pupils' work very effectively to match lesson activities to suit pupils' abilities. Pupils are enthusiastic and highly motivated to work together or on their own. From starting points generally below those expected for their age, children make outstanding progress in the Early Years Foundation Stage. All pupils, including those with special educational needs and/or disabilities and those learning English as an additional language, make outstanding progress in Key Stages 1 and 2. As a result of successful initiatives, pupils' progress is best in reading and writing and, notably, boys now do as well as girls. Progress in mathematics, however, is not quite as great. Year-on-year, more pupils attain levels above those expected for their age. Pupils read very well and their writing is exceptionally well developed. Pupils successfully apply skills in literacy in several subjects. Pupils' spiritual, moral, social and cultural development is outstanding, although the school recognises, rightly, that pupils' awareness of life within the United Kingdom and overseas needs to be widened even further. Senior leaders are in the process of instigating a number of initiatives in order to bring this about.

This is an outstandingly well-led and governed school where the headteacher and governing body methodically review and accurately evaluate the impact of their work. They have a constant agenda for improvement in which development planning focuses on the right priorities to raise attainment. Notable improvements since the previous inspection, for example, in raising achievement, particularly by boys, and in promoting higher attendance together with diligent and systematic management ensure that the capacity for sustained improvement is good.

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

- Consolidate initiatives to raise attainment further and to improve pupils' progress, particularly in mathematics by:
  - providing more opportunities for pupils to extend their mathematical skills widely in other subjects to the same extent as for reading and writing
  - marking pupils' work in mathematics in a similar way as in writing to give them more feedback and pointers to improve to the next level.
  
- Press ahead with arrangements to provide more opportunities to widen pupils' awareness of the diversity of society in the United Kingdom and overseas further.

## Outcomes for individuals and groups of pupils

<b>1</b>
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Pupils take part enthusiastically in lessons. They are highly motivated and quickly become involved in activities where they work industriously either in groups or on their own. Always keen to answer questions, they readily give clear explanations of their thinking. They read aloud, speak confidently and handle discussions with classmates well. Year 3 pupils, in a history lesson about Roman legends, were captivated by the teacher's skilful presentation of information linked to pictures and artefacts from the Great North Museum. Attentive and totally engaged, they held sharply focused conversations in pairs. Pupils all take care to present their written and mathematical work neatly and handwriting is clear and legible. Of particular note is the way pupils methodically enhance their writing in response to their teacher challenging them to improve when marking their work. Pupils thoroughly enjoy school and achieve outstandingly well.

When they join the Reception class most children's skills and abilities are below those typical for their age. The pattern over recent years is that boys and girls accelerate their progress, in reading and writing notably, from their starting points as they move through the school. An upward trend of rising attainment reflects how work to improve literacy and mathematics is paying dividends. Assessments at this point in the year show most pupils currently exceeding or greatly exceeding the levels in reading, writing and mathematics expected for their age. Importantly, the gap where boys did less well than girls last year is closed: all make equally outstanding progress. The small numbers of pupils learning English as an additional language make excellent progress and take a full part in lessons. Pupils with special

educational needs and/or disabilities also make outstanding progress, especially in reading and writing.

Pupils are strongly of the view that they feel free from bullying and anti-social behaviour and they are exceptionally well informed to be aware of abusing internet access. Pupils' excellent behaviour and conduct make a vital contribution to outstanding learning and the harmonious nature of the school. Pupils have an excellent grasp of the part that healthy eating, physical activity and personal hygiene play in keeping themselves well. Pupils' good contribution supports their school and local community and they readily take part in charitable activities. Above average attendance coupled with self-assurance and well-developed social and basic skills prepare pupils well for the next stage in their education.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>1</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	2
The quality of pupils' learning and their progress	1
The quality of learning for pupils with special educational needs and/or disabilities and their progress	1
<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>
<b>The extent to which pupils develop skills that will contribute to their future economic well-being</b>	<b>2</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	2
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>1</b>

## How effective is the provision?

Teaching is outstandingly effective. Throughout the school a successful combination of clear learning intentions shared with pupils and well-planned activities closely suited to pupils' ages and abilities characterise the best teaching. Teachers very effectively use tactics such as discussion in pairs, focused support and giving guidance which widens pupils' vocabulary for use in writing. Following a cleverly designed tactic for analysing text that the teacher modelled for Year 6 pupils, they made excellent use of clear success criteria to assess the quality of their classmates' work. Outstanding use of alliteration and metaphor made their writing vivid. Teachers check pupils' progress carefully and adapt their approach to sustain learning. Adept, well coordinated teaching assistance successfully supports learning, particularly by lower-attaining pupils. Marking lets pupils know how well they are doing and gives them useful pointers towards their next steps in learning, an approach that is particularly effective for written work but less so for mathematics. Of especial note is that teachers have high expectations of pupils who respond to the challenge exceptionally well.

<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

Strengths in the outstanding curriculum lie in the many activities that broaden pupils' knowledge and understanding and lead to excellent outcomes. Carefully organised activities adapt the curriculum for different groups of pupils. For example, daily teaching about letters and their sounds (phonics) is closely aligned to pupils' abilities in a very systematic way and contributes substantially to rapid progress in reading and writing. Diligently planned activities link subjects effectively to extend pupils' skills in reading, writing and information and communication technology (ICT) particularly. There are fewer opportunities for pupils to extend their mathematical skills in other subjects. Through an extensive range of partnerships, the school greatly expands pupils' horizons and their sporting awareness. Visiting experts, outings to museums, faith centres and outdoor education facilities, along with opportunities in popular after-school clubs greatly enhance pupils' spiritual, moral, social and cultural development.

In this exceptionally caring and welcoming school, the diligent analysis of pupils' performance enables the identification of those at risk of underachievement. Adroit, carefully managed and reviewed support, in partnership with the local authority and health service, very successfully addresses the learning and emotional difficulties of vulnerable pupils and leads to them taking a full part in school life. Very effective arrangements successfully prepare pupils for joining from nursery education and the move to secondary schools. Exceptionally effective negotiation with parents and carers has reduced the incidence of persistent absence and, importantly, has markedly improved pupils' attendance and punctuality.

*These are the grades for the quality of provision*

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

## How effective are leadership and management?

The caring ethos and positive climate for learning which prevails throughout the school stem from outstanding leadership and management. Leaders fully share with all staff a clear vision of sustained excellent learning and high standards so there is a very strong team spirit and commitment to succeed. Determined work to improve the quality of teaching has successfully improved attainment and progress. Leaders are far from complacent and recognise that even more needs to be done to raise pupils' attainment to the very highest levels.

Excellent governance is reflected by the governing body's carefully planned and systematic involvement with the school to obtain a first-hand view of its work and consider informative reports. The joint role of school staff and the governing body in evaluation and development planning is developing well and leads to an accurate picture of strengths and aspects for improvement. The governing body ensures the school successfully enables pupils to truly enjoy full equality of opportunity. Boys and girls, those with special educational needs and/or disabilities and those learning

English as an additional language, all play a full part in school life and make equally excellent progress. Meticulous arrangements are in place for child protection. These, with careful attention to site security and health and safety risks, safeguard the welfare of pupils. Furthermore the governing body promotes pupils' awareness of safe and responsible conduct through the curriculum very successfully.

Exceptionally effective partnerships with parents and carers support pupils' learning and progress. Parents' and carers' views are canvassed and taken into account. Extremely well-forged and managed partnerships, such as with heritage centres, the church and other faith centres and with local community services enrich pupils' lives. The school promotes community cohesion well. Senior leaders have identified that stronger links with schools at home and abroad are required to widen pupils' understanding of the diversity of life and culture in the United Kingdom and overseas even further.

*These are the grades for the leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>1</b>
Taking into account: The leadership and management of teaching and learning	1
<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>1</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>1</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>1</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>1</b>

## Early Years Foundation Stage

Children's progress has markedly improved over the past three years. They make excellent progress from lower-than-typical starting points when they begin school. An above average proportion now reaches the early learning goals, particularly in communication and mathematical skills which are above average, although children's knowledge and understanding of the world is less well developed. Noteworthy are children's attitudes to learning. Children show high levels of perseverance, concentration and independence and very productive relationships that help them successfully work with others. They conduct themselves impeccably and with great confidence, such as when receiving awards for achievement with aplomb and dignity in a school assembly.

Staff successfully promote high expectations and enable children to participate fully and achieve successfully. Children learn through an appropriate balance of exceptionally effective direct teaching and activities which they choose for themselves. For example, children rose to meet the teacher's high expectations in an adroitly introduced session about setting out numerals for subtraction. They readily

contributed their ideas and became fully engaged in a most successful mix of teacher-supported and independent practical activities which developed their skills in calculating and enhanced their use of mathematical language. Occasionally, however, opportunities to support learning are missed when a chance unexpectedly arises during activities that children initiate. Children and adults readily make best use of the indoor and outdoor facilities which support all areas of learning very well.

Adults work effectively together as a coherent team in this exceptionally well-led and managed stage of children's education. Children's outstanding achievement is the result of the clear and very effective leadership which ensures the highest quality care and support. Rigorous assessment procedures enable children's individual learning needs to be identified and suitable activities designed. Diligently planned activities and opportunities provide an excellent basis for children's further development. Parents and carers value the feeling of security that stems from the school's attention to their children's welfare. Furthermore, they greatly appreciate partnership with the school that enables their involvement and support for their children's learning at school and home.

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

<b>Overall effectiveness of the Early Years Foundation stage</b>	<b>1</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	1
The quality of provision in the Early Years Foundation Stage	1
The effectiveness of leadership and management in the Early Years Foundation Stage	1

**Views of parents and carers**

All parents and carers who returned the inspection questionnaire agree that their children enjoy school, that they are well informed about progress, that teaching is good and that the school supports their children's learning. Almost all express a high measure of satisfaction with other aspects of the school. Of the very small number who wrote comments, almost all are very positive and appreciative of the support their children receive. A small number of parents and carers expressed concerns which inspectors followed up, about homework, play facilities in the yard, arrangements for physical education and swimming, and safety when children are coming to school or going home. The inspection team found the school forges a very strong partnership with parents and carers which helps to foster learning at home. Pupils have a wider range of opportunities for physical education and sport than previously. Improvements to the play area are planned within the funds available. By limiting vehicle movement in the lane alongside the school at the beginning and end of the day, all parents, carers and children are able to leave the premises in an orderly way.

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

Ofsted invited all the registered parents and carers of pupils registered at Ravensworth Terrace 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 117 completed questionnaires by the end of the on-site inspection. In total, there are 196 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	97	83	20	17	0	0	0	0
The school keeps my child safe	105	90	11	9	1	1	0	0
The school informs me about my child's progress	80	68	36	31	0	0	0	0
My child is making enough progress at this school	93	79	22	19	1	1	0	0
The teaching is good at this school	92	79	25	21	0	0	0	0
The school helps me to support my child's learning	89	76	28	24	0	0	0	0
The school helps my child to have a healthy lifestyle	80	68	36	31	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)	87	74	26	22	1	1	0	0
The school meets my child's particular needs	87	74	28	24	1	1	0	0
The school deals effectively with unacceptable behaviour	80	68	31	26	3	3	1	1
The school takes account of my suggestions and concerns	68	58	38	32	2	2	2	2
The school is led and managed effectively	103	88	11	9	3	3	0	0
Overall, I am happy with my child's experience at this school	103	88	12	10	1	1	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	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

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 is for the period 1 September 2010 to 08 April 2011 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 2010/11 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.**



30 November 2011

Dear Pupils

**Inspection of Ravensworth Terrace Primary School, Chester le Street –  
DH3 2PP**

On behalf of my inspector colleagues, I write to say how much we really enjoyed our visit to inspect your school this week. Thank you for helping us when we came to see you in lessons and assembly and when we met and talked with you. You were always polite and very helpful. We were impressed to see how you feel very safe in school and how well behaved you are. We were pleased too to see how well you know about keeping yourselves fit and healthy, and how you contribute to school life in ways to help others.

Your school gives you an outstanding education. You benefit from excellent teaching and a very rich range of opportunities to learn in all subjects. All the adults in the school look after you exceptionally well. We were pleased to see how successfully the school helps you all to take part in school life. We were also very pleased to see how much you like to take part in lessons and how hard you work. I saw that the results in assessments in Year 6 have improved in recent years. You are presently making excellent progress. We were especially impressed by the high quality of your written work in English and in other subjects. I have asked the school to continue giving you successful lessons to help you improve your reading and writing, and particularly focus on improving your progress in mathematics. I have also asked the school to press ahead with its plans to help you learn more about people living in other parts of the United Kingdom and overseas.

You have many opportunities at Ravensworth Terrace Primary to learn about life. You can all help by continuing to work hard, especially in reading, writing and mathematics. I hope that you all do extremely well in the future.

Yours sincerely,

Graeme Clarke  
Lead Inspector

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