

Ryton Junior School

Main Road, Ryton, Tyne and Wear NE40 3AF

Inspection dates 6–7 October 2015

Overall effectiveness **Good**

Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good
Overall effectiveness at previous inspection	Inadequate

Summary of key findings for parents and pupils

This is a good school

- Leaders and governors have successfully tackled the issues identified at the time of the last inspection.
- The quality of teaching is now good. This ensures that pupils make good progress in reading, writing and mathematics and achieve well across the curriculum. By the time they leave the school, pupils reach standards well above those typically seen by the end of Year 6.
- The progress of all pupils is checked regularly and accurately; any underachievement is rapidly and effectively addressed.
- Performance gaps between different groups of pupils, including disadvantaged pupils with others, are rapidly closing.
- Teachers and teaching assistants work well together, enabling pupils who have special educational needs to make the same good progress as others.
- Pupils are proud of their school and participate enthusiastically in a wide range of clubs and activities. They behave well in lessons and around the school.
- Pupils know how to keep themselves and others safe at school, in the wider community and online. Bullying is now rare and pupils are confident that staff will address any problems that arise.
- Governors know the school very well. They make good use of information on the quality of teaching and information on pupils' achievement to hold the school to account.

It is not yet an outstanding school because

- While pupils' progress in mathematics is improving, it is not as rapid as their progress in reading and writing.
- Middle leaders do not yet play a strong enough role in improving the quality of teaching in their areas of responsibility.

Full report

In accordance with section 13 (4) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires special measures.

What does the school need to do to improve further?

- Raise outcomes for pupils so that they are outstanding, by:
 - further developing the school curriculum to provide additional opportunities for pupils to use their skills of reading, writing, and in particular mathematics, across all subjects
 - further developing the skills of middle leaders so they can take a more significant role in planning, implementing and evaluating improvements to the quality of teaching in their areas of responsibility.

Inspection judgements

Effectiveness of leadership and management is good

- The acting headteacher, ably supported by a consultant headteacher from the same good school in the local authority, has a very clear vision for the school. She enjoys the respect of all staff and has created a culture of effective teamwork which has led to rapidly improving morale throughout the school.
- Leaders, including governors, now have a very clear and accurate view of where the school is performing well and where it could do better. As a result, they have successfully tackled the significant weaknesses identified during the last inspection, together with further issues identified during monitoring visits.
- Senior and middle leaders now work together as a very effective team and there is a strong sense of collective commitment among staff to improving the outcomes for pupils. English and mathematics leaders have a positive impact on outcomes in their areas of responsibility. Other middle leaders are becoming more involved in improving provision but need to develop further their skills in monitoring its quality and impact.
- Pupils' progress is measured each half term and this information is carefully evaluated by senior and middle leaders. This assessment system is becoming more secure as teachers' skills in evaluating progress grow. As a result, teachers know which pupils are on track and can give extra help to those pupils who are falling behind. This work has had a positive impact on the achievement of all pupils and has helped to narrow and close the gaps between disadvantaged pupils and their classmates. The additional funding for disadvantaged pupils has been used to very good effect.
- The leadership of provision for disabled pupils and those who have special educational needs is very effective. The coordinator identifies what additional help pupils need and regularly tracks their progress to make sure it is working. As a result, disabled pupils and those who have special educational needs also make the same good progress as their classmates.
- The school has recently reviewed the way subjects are taught to ensure pupils experience a more challenging, broad and balanced curriculum which is linked more closely to local contexts. The curriculum is skilfully designed to promote pupils' spiritual, moral, social and cultural development. Pupils are well informed about diversity in British society and respect and value different cultures and beliefs. They develop excellent social skills and recognise the importance of democracy.
- Highly effective use of the additional sport funding has raised the profile of physical education across the school. The number of sports clubs has increased and there are a wide range of physical activities and games for pupils to enjoy during breaks and lunchtimes. Pupils take part in a large range of competitive sports, both within the school and with other schools.
- The local authority has provided highly effective support that has contributed to the significant school improvement since the last inspection.
- **The governance of the school**
 - The governors' steering group has been very effective in supporting senior and middle leaders to drive the improvements necessary to raise outcomes for all pupils.
 - Governors are well informed about the quality of teaching and its impact on learning and have ensured that pupils' progress data is taken into account when making decisions about teachers' pay.
 - Governors receive detailed information about the impact of additional funding for disadvantaged pupils and for increased participation in sport.
- The arrangements for safeguarding are effective.

Quality of teaching, learning and assessment is good

- The quality of teaching across the school has improved since the last inspection and teaching in reading, writing and mathematics is now consistently good. Lesson observations confirm that standards are rising as teachers' expectations of what pupils are capable of achieving increase.
- The teaching of reading is given a very high priority in the school. Pupils who read to inspectors shared their enjoyment of reading and enthusiastically discussed their favourite books. Many pupils read with fluency and expression and have an accurate understanding of what they have read.
- Teachers have high expectations about the quality, accuracy and presentation of pupils' writing and provide a considerable number of opportunities to write in the majority of curriculum areas. Pupils enjoy writing at length because teachers set them challenging and interesting tasks. The presentation of pupils' work is of a high standard showing the pride most pupils have in their work.

- The teaching of mathematics has improved. The mathematics leader has provided valuable support and training for staff and as a result mathematics is now taught well in all year groups and teachers are able to explain ideas and tackle pupils' misconceptions effectively. Pupils have more opportunities to develop mathematical reasoning and are more confident in solving complex and challenging mathematical problems.
- Teachers' marking of pupils' work follows the school policy and is effective at ensuring that pupils understand what they need to do to improve. Spelling, punctuation and grammar errors in pupils' work are regularly identified and corrected by teachers, helping to support improvements to their writing skills. Pupils say that they enjoy opportunities in lessons to re-visit and improve their work.
- Teachers regularly set homework. This consolidates pupils' learning and supports communication between teachers and parents.
- Teaching assistants provide useful support to pupils who find learning difficult. Effective communication with class teachers ensures that they are knowledgeable about pupils' needs.
- Classrooms and shared spaces are now lively and interesting places. High-quality displays support and celebrate pupils' learning and achievement well.

Personal development, behaviour and welfare

are good

Personal development and welfare

- The school's work to promote pupil's personal development and welfare is good.
- Pupils are very positive about school, get on well together and are keen to please their teachers. The quality of pupils' work has improved substantially since the last inspection and the majority of pupils take great care to present their work well. Most parents agree that their child feels safe, that pupils' behaviour is well managed, and that pupils behave well.
- Pupils have a very clear understanding of what makes an unsafe situation and, for example, are able to talk knowledgeably about online safety and the potential dangers of using social media. They are taught about different forms of bullying, including homophobic and racist bullying, and know what to do if they witness or experience it.
- The school promotes tolerance and understanding through the curriculum and assemblies. School records confirm that the number of serious behaviour incidents has decreased significantly since the previous inspection.
- Pupils take on responsibility in a variety of roles, including contributing to the active and effective school council. This makes a good contribution to their strong spiritual, moral, social and cultural development.

Behaviour

- The behaviour of pupils is good.
- Pupils are polite and welcoming to visitors and are keen to discuss the recent improvements they have seen in their school. Pupils are enthusiastic about how the new behaviour policy, with rewards and consequences, has improved conduct in lessons. Observations of lessons confirm that there is very little inappropriate behaviour.
- Pupils behave well during break and lunchtimes and when moving around the school. They enjoy playing with the sports equipment in the playground.
- Punctuality to school and to lessons is good and this reflects well the pupils' positive attitudes towards their learning. Attendance is above the national average for all groups of pupils. The attendance of pupils with persistently high absence has improved since the previous inspection and the proportion of pupils persistently absent is now well below average.

Outcomes for pupils

are good

- Pupils join the school in Year 3 with levels of attainment in reading, writing and mathematics that are above that expected for their age. In the national Key Stage 2 tests in 2014, the proportion of Year 6 pupils reaching the expected level in reading was significantly above the national average. Attainment in writing and mathematics was slightly above the national average.
- Unvalidated results from the 2015 national tests, confirmed by lesson observations and a detailed scrutiny

of pupils' books, indicate that the proportion of Year 6 pupils making expected progress in reading, writing and in mathematics has increased this year.

- In 2014, disadvantaged pupils in Year 6 achieved levels in reading, writing and mathematics which were around a year behind other pupils in the school. The development of an enhanced system for collecting and analysing information about pupils' progress has ensured that teachers are better able to intervene rapidly when pupils have not achieved as well as expected and it is clear that these gaps have narrowed, and in the case of writing closed, this year.
- Pupils' reading skills are very well developed and they are encouraged to read regularly. Pupils' writing skills have improved since the previous inspection. There are now more opportunities for pupils to write independently and at length in a variety of contexts in different curriculum areas.
- Pupils' mathematical skills and understanding are improving because of effective subject leadership and improved teaching. Pupils have good numeracy skills which they apply and use well to solve problems in real-life situations.
- Disabled pupils and those who have special educational needs make good progress and achieve well. Their needs are identified accurately and they receive high-quality support both in lessons and in small groups. As a result, the progress that this group of pupils make is in line with their classmates in school.
- The progress of the most-able pupils has improved since the last inspection and these pupils now consistently reach attainment levels above those expected for their age.
- Outcomes for pupils in all year groups are rising. Observations of teaching, evidence from pupils' books and discussions with pupils confirm that they are making good and at times outstanding progress in subjects across the wider curriculum, including science, music, computing and physical education.

School details

Unique reference number	108355
Local authority	Gateshead
Inspection number	10004117

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

Type of school	Primary
School category	Community
Age range of pupils	7–11
Gender of pupils	Mixed
Number of pupils on the school roll	193
Appropriate authority	The governing body
Chair	Anne Leech
Headteacher	Suzanne Chapman
Telephone number	0191 4133573
Website	www.rytonfederation.org/juniors/
Email address	rytoncommunityjuniorschool@gateshead.gov.uk
Date of previous inspection	5–6 November 2014

Information about this school

- Ryton Junior School is a smaller than average primary school.
- At the time of the inspection the school was led by an acting headteacher seconded from a good school within the local authority.
- The proportion of disadvantaged pupils, those eligible for support through the pupil premium funding, is below the national average. The pupil premium is additional funding for those pupils who are known to be eligible for free school meals and those children who are looked after by the local authority.
- The majority of pupils are of White British heritage and very few pupils speak English as an additional language.
- The proportion of disabled pupils and those who have special educational needs is above average.
- Few pupils leave or join the school other than at the beginning and end of the school year.
- The school meets the government's floor standards, which set out the government's minimum standards for pupils' progress in English and mathematics.

Information about this inspection

- This inspection began as the third monitoring inspection of the school because it was judged to require special measures at its previous inspection in November 2014. Inspectors deemed the monitoring inspection a full section 5 inspection during the first day.
- Inspectors observed teaching in 12 lessons and part-lessons, one of which was observed jointly with the deputy headteacher. Lessons were observed in a range of subjects and were taught by teachers across the age range of the school. In addition, inspectors watched senior leaders reporting back to teachers on the quality of teaching and learning.
- Meetings were held with the acting headteacher and consultant headteacher, middle leaders, members of the governing body and the local authority school improvement partner.
- Inspectors observed the school's work and scrutinised a range of documentation including the school's view of its own performance, monitoring records, information about pupils' progress, improvement planning, minutes of meetings of the governing body steering committee, records of behaviour and attendance, and records relating to safeguarding and child protection.
- Inspectors looked at the work pupils were doing in lessons and over time in their books.
- Discussions were held with groups of pupils about the quality of their educational experience and the standard of behaviour in the school. Inspectors also spoke with pupils in lessons and at various times during both days of the inspection.
- Inspectors took account of the 44 responses to the online questionnaire (Parent View) together with written comments from parents attending school activities. Inspectors spoke with a number of parents at the beginning of the school day.

Inspection team

David Brown, lead inspector

Nicola Nelson-Taylor

Her Majesty's Inspector

Ofsted Inspector

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