



Ravensworth Terrace Primary School

Inspection Report

Unique Reference Number 108333
LEA Gateshead
Inspection number 277948
Inspection dates 31 January 2006 to 1 February 2006
Reporting inspector Mrs Kathleen McArthur

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

Type of school	Primary	School address	Birtley Lane
School category	Community		Birtley
Age range of pupils	4 to 11		Chester le Street, County Durham
Gender of pupils	Mixed	Telephone number	0191 4102166
Number on roll	196	Fax number	0191 4105643
Appropriate authority	The governing body	Chair of governors	Mrs Gill Bray
Date of previous inspection	1 January 2001	Headteacher	Mrs Jean Simpson

Age group 4 to 11	Inspection dates 31 January 2006 - 1 February 2006	Inspection number 277948
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Introduction

The inspection was carried out by two additional inspectors.

Description of the school

This small primary school accepts boys and girls aged 4–11. It stands in an area of some social and economic disadvantage. About half of the pupils travel from outside the catchment area. When pupils start school their attainment is just below that usually seen. The proportion of pupils receiving free school meals is about average. None of the pupils have English as an additional language. The number of pupils with learning difficulties is slightly below average.

The work of the school has been recognised in a large number of awards including Healthy Schools, Healthy Teeth and Healthy Eating, Investors in People, the Basic Skills Quality Mark, Gold Smoke Free Award, Top Play and Top Sport.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 2

This is a good school. Inspectors confirm the school's accurate evaluation of its effectiveness. It provides good value for money. Leadership and management are good overall. The headteacher provides outstanding leadership. The committed team of staff create an exciting, caring and positive learning environment in which pupils thrive.

Good teaching ensures pupils achieve well and attain good standards. Children progress well in the Foundation Stage as a result of good provision and teaching; most reach the expected standards at the end of reception. Pupils with learning difficulties make satisfactory progress throughout the school but do not achieve as well as other pupils.

Parents are happy with everything the school provides, saying they are 'warmly welcomed'. Good personal development means pupils behave well, are happy, feel safe, and show concern for others. Pupils are well cared for, guided and supported. Very effective assessment systems provide pupils with challenging targets and they respond by achieving well. The good curriculum provides varied learning experiences and pupils enjoy lessons. Information and communication technology (ICT) provision has improved, but is not widely used in all subjects.

Rising standards demonstrate that there has been good improvement since the previous inspection. The school has a good capacity to improve further.

What the school should do to improve further

- Develop support for pupils with learning difficulties so they progress as well as all other groups of pupils.
- Extend the provision for ICT as a learning tool in all areas of the school's work.

Achievement and standards

Grade: 2

Achievement and standards are good. When pupils enter the school their attainment varies from year to year, but overall is just below that normally seen, particularly in mathematics and personal development. Good provision in the Foundation Stage ensures children make good progress and most reach the goals expected for their age by the end of reception class. Pupils build on this good start and respond well to the school's high expectations for them. They achieve well through Key Stage 1, attaining standards that are above average. In Key Stage 2, pupils continue to make good progress. They strive hard to meet their challenging targets and reach high standards in relation to their starting points.

Standards have risen over time, and in 2005, results were well above national averages in English, reading, writing and mathematics at both the expected Level 4 and higher Level 5. Standards were above average in science at both levels. Pupils' ICT skills are good. Boys and girls achieve equally well. Although pupils with learning difficulties make satisfactory progress, they do not progress as quickly as their peers because

they have not been identified early enough for extra support. The school is working to improve provision so they too can progress well.

Personal development and well-being

Grade: 2

Personal development and well-being are good. Pupils enjoy school, and appreciate the wide range of opportunities. This ensures they achieve well. Children make good progress in the welcoming, secure atmosphere of the Foundation Stage and quickly develop the positive attitudes to learning seen throughout the school. Attendance is satisfactory.

Relationships and behaviour are good. Pupils treat everyone with respect. The majority behave well in class and move around school sensibly. Behaviour is well managed and the 'nurture group' develops social skills. Pupils know problems are dealt with fairly so they feel safe and secure. They are keen to act as playground 'buddies' and help to supervise younger pupils at lunch.

Commitment to healthy lifestyles has resulted in the Healthy School Award for the last thirteen years. Pupils are proud of their school council, which gives them good understanding of citizenship. Charity events are well supported, and good links with the community include participation in the Tall Ships event, a local history video and concerts for elderly residents.

Provision for spiritual, moral and social development is good. Cultural development is outstanding through the 'One World Week' and experiences across the curriculum that very effectively raise awareness of different lifestyles and beliefs.

Quality of provision

Teaching and learning

Grade: 2

Teaching and learning are good overall. The school is a stimulating environment. The best lessons feature careful planning, high expectations, challenging activities based on good pupil knowledge, and frequent checks to make sure pupils are making good progress. Pupils know what they will learn and are engaged by the activities and stimulating learning environment. Appropriate praise encourages good behaviour and learning. 'Talking partners' are used effectively; pupils share ideas, assess each other's knowledge and make good use of their speaking and listening skills. In some lessons, the range of activities is not always sufficiently interesting and some pupils, particularly those with learning difficulties, lose concentration and do not learn well.

Rigorous tracking, very effective assessment and regular marking give staff a clear picture of pupil progress. This helps them to plan future work and set challenging individual targets. Pupils are clear about what they need to do to improve. The school has identified the need to improve provision for pupils with learning difficulties in order to raise their achievement.

Curriculum and other activities

Grade: 2

The good curriculum is broad, balanced and meets all statutory requirements. Good planning provides a varied range of practical learning activities. Pupils use literacy and numeracy skills well in all subjects, for example demonstrating a wide vocabulary when discussing science investigations. Pupils with learning difficulties are included in all activities, but do not always receive sufficient support. Further provision is needed to make ICT a valuable learning tool in all subjects. Pupils contribute well to the school and wider community as 'buddies' in the playground, joining the school council, and creating a Chinese dragon for the Tall Ships event. They are well prepared for their future economic well-being by managing the healthy Tuck Shop and learning about the world of work from business visitors. Many health and sports awards demonstrate the strong commitment to help pupils understand the importance of a safe, healthy lifestyle. A good range of popular after school clubs and visits, including a residential stay, effectively enrich pupils' experiences.

Care, guidance and support

Grade: 2

Care, guidance and support are good. The school is a safe, supportive environment and pupils know they can discuss any problems with a caring adult. Secure risk assessments are in place. Child protection procedures are good and all staff have received training.

Relationships with parents are good. Parents' and pupils' views are regularly sought and appropriate action taken, for example through participation in the School Travel Plan Initiative. A few parents expressed concerns about the limited play space. Inspectors feel the school uses its facilities well and high levels of adult supervision ensure pupil safety.

Rigorous assessment procedures are very effective in giving staff a clear view of how well their pupils are doing. Whilst the provision for pupils with learning difficulties is satisfactory, the coordinator is aiming to improve the rate at which they progress. Effective links with all outside agencies support the work of the school.

Children settle quickly when they start school due to good induction procedures. Good links with the secondary school through the transition teacher ensure pupils move confidently to their next stage of education.

Leadership and management

Grade: 2

Leadership and management are good. The headteacher's leadership is outstanding. Her clear vision for school improvement has successfully driven forward school improvement and raised standards. She has created a united staff team, fully supported by governors and the school community, and pupils flourish both academically and

socially in this very positive ethos. The senior management team are skilled and knowledgeable, and all subjects are managed well.

Equality of opportunity is promoted well, with varied teaching methods and skilled classroom assistants; pupils say 'anyone can do anything in our school.' However, supporting pupils with learning difficulties more effectively is an area for improvement.

Staff make good use of all resources, and careful budget management is focused on improving facilities and raising standards. The computer suite has increased ICT provision. As there is only one computer in each classroom, ICT is not always used as a learning tool or to help pupils with learning difficulties.

The school has excellent systems to evaluate its own performance. Outcomes of thorough analysis become an effective development plan and provide staff with challenging performance management targets. Governance is good and involvement in evaluation and improvement planning gives governors an accurate picture of the school.

There has been good improvement since the previous inspection and the school is well placed for further improvement.

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Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	1	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

How well do learners achieve?	2	NA
The standards ¹ reached by learners	2	NA
How well learners make progress, taking account of any significant variations between groups of learners	2	NA
How well learners with learning difficulties and disabilities make progress	3	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	3	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	2	NA
How well are learners cared for, guided and supported?	2	NA

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	NA
How effectively and efficiently resources are deployed to achieve value for money	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

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2 February 2006

Dear School Council

We enjoyed very much our recent visit to your school because everyone made us so welcome. You were friendly, polite and helpful and told us all the things you like about your school. Please tell all the children the good things we found:

your headteacher is outstanding and works very hard with you, the staff, your parents and the governors to make sure your school is always good

you all work hard to reach your targets, enjoy your lessons, behave very well and are kind to others

you aim to be healthy, know how to stay safe, are helpful and carry out your responsibilities sensibly.

We have asked your teachers to improve some things to make your school even better:

make sure the children who find learning difficult are given more help so they progress as quickly as everyone else

provide more equipment for ICT so you can use it in all your lessons.

Thank you again for your help during the inspection. We hope you will carry on working hard and making your school such a happy place.

Yours faithfully

Kathleen McArthur

Lead inspector