

Ryton Park Primary School

Inspection report

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| Unique Reference Number | 122737 |
| Local Authority | NOTTINGHAMSHIRE |
| Inspection number | 292491 |
| Inspection date | 19 June 2007 |
| Reporting inspector | David Martin HMI |

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

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| Type of school | Primary |
| School category | Community |
| Age range of pupils | 3–11 |
| Gender of pupils | Mixed |
| Number on roll | |
| School | 275 |
| Appropriate authority | The governing body |
| Chair | Mrs Eileen Parker |
| Headteacher | Mr R T Lilley |
| Date of previous school inspection | 10 June 2002 |
| School address | Memorial Avenue Worksop Nottinghamshire S80 2BW |
| Telephone number | 01909 472442 |
| Fax number | 01909 483581 |

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Introduction

The inspection was carried out by one of Her Majesty's Inspectors as a one day inspection.

Description of the school

Ryton Park is situated close to the centre of Worksop and is a larger than average primary school. The school serves an area of severe social and economic disadvantage. Although the majority of pupils are from White British backgrounds, the population has changed considerably in the last two years with the influx of migrant workers, many from Poland, who now make up 5% of the cohort. The wider cultural mix now also includes children from Sri Lanka, India, Germany and Russia. Many of these children are at an early stage of learning English. Around half of all pupils are eligible for free school meals. The proportion of pupils with learning difficulties or disabilities is well above average. Mobility is a significant issue with many more pupils than usual leaving and joining the school other than at the usual times. The school has a number of pupils from the travelling community.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 1

Ryton Park Primary is an outstanding school, one that children, parents, teachers and governors are rightly very proud to belong to. The school has improved rapidly over a period of time, but particularly so in the last few years since the appointment of the present headteacher and deputy. Parents were very fulsome in their praise for the school, one commenting that 'the school has come on in leaps and bounds since Mr Lilley took over.....he is 'brill' and the kids love him'.

What this outstanding leadership and management have brought to the school is a determination to provide the very best that it can for a community that enjoys few social and educational advantages. This can be seen most obviously in the impressive improvements made to the fabric of the building and the superb facilities available to the children, but the same determination has been brought to all aspects of school life. All adults working in the school are made to feel part of a team and are encouraged and supported in developing their own expertise. This can be seen in the thorough approaches to planning the curriculum and schemes of work, the management of classrooms and pupils and the team approaches to monitoring. As a result teachers, adults and parental helpers feel empowered to take the initiative and make a real difference. The school knows its strengths and areas for improvement very well. The development of writing and provision for higher attaining pupils are rightly identified as areas for improvement. It has an excellent capacity to keep improving and offers outstanding value for money.

Teaching is outstanding and sometimes inspirational. Work is well matched to pupils' interests and needs and presented in a way that engages them in their own learning. The outstanding curriculum is made as relevant as possible and motivates them to enjoy learning. As a result, pupils make excellent progress throughout the school. Children flourish in the nursery because the provision is outstanding. Excellent planning across all six areas of learning ensure that the children experience a wide range of creative and practical play based activities, both indoors and outdoors. Outdoor provision has improved significantly since the last inspection. This high quality is maintained in Key Stage 1 under the direction of the deputy headteacher and sustained throughout the school.

From starting points far below expected levels, pupils attain test results close to, and in some cases above, national averages by the time they leave.

Pupils enjoy outstanding care and support. All adults work hard to overcome barriers to learning and support pupils' emotional as well as their learning needs. Pupils are also given clear information about how well they are making progress and what the next steps in learning are. They enjoy an incredibly rich range of additional activities through sporting, musical and other lunchtime and after school clubs, visits and residential experiences. They even run their own fantastic radio and television stations! As a result of this excellent care, support and guidance and the many opportunities offered to them all, their personal development is outstanding. Pupils are open, friendly and unfailingly polite. They know how to keep safe and healthy. They participate eagerly in all the school has to offer and readily take responsibility and help others.

What the school should do to improve further

- Continue to implement plans for developing writing throughout the school and the provision for more able pupils.

Achievement and standards

Grade: 1

Achievement in the school is outstanding. From very low starting points pupils achieve standards close to, and sometimes above national averages by the time they leave. This represents the kind of progress matched by only a small proportion of schools nationally, despite the school having a very mobile population.

Children enter the Foundation Stage with skills generally very much lower than those expected. This is particularly true in their communication and language development, but also in terms of some social and personal skills. They make very good progress, but are still below local authority (LA) averages by the start of Key Stage 1.

In Key Stage 1 pupils continue to make very good progress, attaining standards just below national averages, with results a little better in English than in mathematics. Although attainment seems to have fallen slightly in the last two years, this can be explained by the increase in the proportion of children coming into the school who do not have English as a first language.

Pupils make excellent progress again in Key Stage 2. In 2006 pupils attained results in science that were significantly above the national average. Results are slightly above average in English and around average in mathematics. The progress made by pupils has been outstandingly good for the last three years.

Pupils with learning difficulties or disabilities make equally good progress due to the excellent support they receive, in some cases making even more progress than their peers. The growing number of children who have English as an additional language and those from traveller communities make particularly swift progress.

Personal development and well-being

Grade: 1

The personal development of pupils is outstanding. Given the background and poor personal and social skills on entry to the school, they make excellent progress due to the excellent provision.

Throughout the inspection behaviour was excellent and pupils demonstrated very positive attitudes and a good understanding of the 'golden rules'. They enjoyed their lessons and took a full part in their learning. They develop a very strong sense of right and wrong and are concerned with issues that affect them. The curriculum gives them a strong awareness of other cultures and opportunities to reflect on important issues. Pupils are actively involved with the community, for example through holding a coffee morning for members of the public attending Armistice Day events.

There are many opportunities for pupils to take responsibility, from membership of the school council, running the tuck shop, being playground helpers, running their own radio and TV stations and a whole wealth of sporting and musical activities. This also helps to develop workplace skills as they are often responsible for money for projects and for decisions about any profits made. They appreciate the many residential and other trips provided. Pupils show great concern for each other and learn to resolve their conflicts with the help of trained pupil helpers or adults. Bullying is therefore rare and is quickly and effectively dealt with when it does occur. Pupils feel very well protected and know how to keep themselves safe.

They take on board messages about healthy lifestyles and understand why drinking water and eating healthily are important as they grow. They make good choices from the healthy food available and are physically active, making full use of the excellent recreational facilities available to them.

Attendance has improved to above average despite the difficulties caused by pupil mobility. The school has done everything in its power to encourage and ensure good attendance, and most pupils respond by attending very regularly.

Quality of provision

Teaching and learning

Grade: 1

Teaching across the school is outstanding with some inspirational practice. In the Foundation Stage there is excellent provision, with well organised, highly creative activities that are well used by pupils to play and learn. Teaching across the main school is highly consistent through team approaches to planning, monitoring and delivery backed up by whole school policy and training. As a result classroom management is very good and the management of pupils is calm and focused on learning. Work is well matched to individual needs and pupils are encouraged to become increasingly independent learners. Pupils enjoy lessons and are actively engaged through good questioning techniques, the varied learning styles employed and effective use of interactive whiteboards. Pupils take great pride and care with presentation and there is clear evidence of progression in their written work. Pupils are regularly praised and rewarded for their efforts and take pleasure in their achievements.

Assessment practice is again highly consistent. Work is thoroughly marked and pupils receive excellent feedback in written comments, helping them to understand how to improve. They know the levels that they are working at and are helped to know and reach their next steps in learning.

Curriculum and other activities

Grade: 1

The outstanding curriculum is a great strength of the school and one of the main reasons for the excellent academic and personal progress of the pupils. The school has fully embraced recent developments designed to make the curriculum enjoyable, exciting and creative. Topics are made as relevant to the pupils as possible through imaginative choices of methods of delivery and content. The cultures of different ethnic and traveller groups in the school are seen as an opportunity for learning and are celebrated.

Personal, social and health education (PSHE) is critical in underpinning the curriculum. Pupils are taught how to be healthy and safe, and imaginative approaches are used to teach pupils to work with each other, including highly effective circle time and peer massage. This work is crucial in removing barriers to learning and pupils are taught how to resolve conflict peacefully and how to manage their feelings.

Pupils appreciate the many out of class activities available to them, including an array of sporting, musical and other clubs and activities. The efforts put in by adults are exceptional and have a very positive impact on pupil attitudes and parental and community involvement in the school. Some activities are quite extraordinary, particularly 'RPTV'. The learning and self

confidence gained through planning, recording and taking part in the school's own news programme is remarkable.

Care, guidance and support

Grade: 1

The day to day care of pupils is outstanding. Pupils are treated with respect and a full range of support is available from all adults. Arrangements for safeguarding pupils and for risk assessment are thorough and fully meet statutory requirements.

It is the support for the individual, through class teachers and the special needs co-ordinator, that makes provision outstanding. Any pupil with a barrier to learning is helped to learn to the best of their ability. This is through firstly attending carefully to their emotional and social needs and then supporting them well through classroom assistants. Attendance and punctuality are carefully tracked and effective strategies are used where needed.

Pupil progress is very carefully tracked and individuals know how well they are doing and understand their targets. Links with external providers to meet individual needs are extremely good, as are relationships with parents.

Leadership and management

Grade: 1

The leadership of the school is outstanding. The headteacher and deputy headteacher arrived three years ago and improvement has accelerated from this time, as parents and governors are quick to observe. There is a determination to provide the very best facilities, teaching and care available to the children. The headteacher has been active in seeking additional funding to improve facilities. There is a clear direction for the school that has been realised in the improved accommodation, better teaching and teamwork in delivering the curriculum and improved opportunities for pupils. The school therefore offers exceptional value for money. Planning is detailed yet clear, involving governors, teachers and other adults in seeking continual improvement. The actions taken are carefully monitored and evaluated and the school's strengths and areas for improvement are well understood.

The headteacher's style is to support all staff and encourage initiative. This has been taken up willingly by all adults working in the school, including parents. The result has been a series of improvements arising from the monitoring and by harnessing the passions and interests of staff. Staff work very effectively in teams to plan, deliver and monitor the work of the school and improvement is closely linked to training and performance management.

This is an inclusive school that seeks to develop pupils to their full potential. Links with other providers are exceptionally good and pupils are very well supported and prepared for the next stage in their education. Governors are well informed about the work of the school partly through strong links with subject areas. They are very supportive but also prepared to ask searching questions of the leadership team where appropriate.

Annex A

Inspection judgements

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| Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate | School Overall |
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Overall effectiveness

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

Achievement and standards

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

Personal development and well-being

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|---|---|
| How good is the overall personal development and well-being of the learners? | 1 |
| The extent of learners' spiritual, moral, social and cultural development | 1 |
| The behaviour of learners | 1 |
| The attendance of learners | 2 |
| How well learners enjoy their education | 1 |
| The extent to which learners adopt safe practices | 1 |
| The extent to which learners adopt healthy lifestyles | 1 |
| The extent to which learners make a positive contribution to the community | 1 |
| How well learners develop workplace and other skills that will contribute to their future economic well-being | 1 |

The quality of provision

| | |
|---|---|
| How effective are teaching and learning in meeting the full range of the learners' needs? | 1 |
| How well do the curriculum and other activities meet the range of needs and interests of learners? | 1 |
| How well are learners cared for, guided and supported? | 1 |

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

Annex A

Leadership and management

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| How effective are leadership and management in raising achievement and supporting all learners? | 1 |
| How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education | 1 |
| How effectively performance is monitored, evaluated and improved to meet challenging targets | 1 |
| How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can | 1 |
| How effectively and efficiently resources, including staff, are deployed to achieve value for money | 1 |
| The extent to which governors and other supervisory boards discharge their responsibilities | 2 |
| Do procedures for safeguarding learners meet current government requirements? | Yes |
| Does this school require special measures? | No |
| Does this school require a notice to improve? | No |

Text from letter to pupils explaining the findings of the inspection

20 June 2007

Dear Pupils

Inspection of Ryton Park Primary School, Worksop S80 2BW

I am writing to tell you what I found when I visited your school recently. I was very pleased to talk to so many of you and was impressed by how positive you all were. You gave me a great deal of information about the many good things at your school and how you appreciate what adults in the school do to look after you and help you to learn. You attend an outstanding school. Your school does many things very well and you have many more opportunities than in most schools. These are some of the things that are particularly good.

- Your school is very well led and managed by adults who are dedicated to providing you with every opportunity that they can.
- You are encouraged to take part and your efforts are always recognised.
- The teaching is excellent and you really enjoy your lessons.
- Those who find learning more difficult are helped to overcome their problems.
- You are given lots of fun things to do, including sports, music and great playtime activities. RPTV is fantastic!
- You help each other, and adults teach you how to work well together.
- You take responsibility, for example by running the tuck shop, helping younger pupils and working on the school council.
- You have many interesting trips and residential visits and do good work in the local community.

As a result of these opportunities you are polite, confident and friendly children who are developing important personal and social skills to help you in later life. You also work hard and make excellent progress so that you do well in your tests and are ready to move on to even greater success when you leave the school. I have asked the staff to continue with their plans for helping you to get even better at writing, and for helping the most able of you to do even better work.

I would like to wish each one of you every happiness, and thank you for playing your part in making the school so special.

Yours sincerely

David Martin Her Majesty's Inspector of Schools