

Ryton Community Infant School

Inspection report

Unique Reference Number	108352
Local Authority	Gateshead
Inspection number	309656
Inspection date	4 March 2008
Reporting inspector	Christine Inkster HMI

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

Type of school	Infant
School category	Community
Age range of pupils	3-7
Gender of pupils	Mixed
Number on roll	
School	202
Appropriate authority	The governing body
Chair	Mr Paul Dixon
Headteacher	Mrs Janice Porter
Date of previous school inspection	1 November 2004
School address	Main Road Ryton Tyne and Wear NE40 3AF
Telephone number	0191 4132776
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Age group	3-7
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Introduction

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

The inspector evaluated the overall effectiveness of the school and investigated the following issues in more detail: the achievement of pupils and the progress they make, the quality of teaching and learning, and leadership and management. Evidence was gathered from the school's self-evaluation; data from national assessments and the school's own assessment records, policies and minutes; observation of the school at work; interviews with members of staff, pupils and governors; and the parents' questionnaires. Other aspects of the school's work, including the curriculum, personal development and well-being of pupils and care, guidance and support were investigated but not in such detail. However, the inspector found no evidence to suggest that the school's own assessments, as given in the self-evaluation, were not justified, and these have been included where appropriate in the report.

Description of the school

Ryton Community Infant School is an average sized school, situated in Ryton. The percentage of pupils entitled to free school meals is similar to that found nationally. The vast majority of pupils are from a White British background. The proportion of pupils with learning difficulties and/or disabilities is lower than the national average and very few pupils have a statement of special educational need. The school achieved the Healthy School Award in 2006 and has also been awarded Activemark.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

Ryton Community Infant School is a good school. The vast majority of parents have very positive views of the school and a typical comment from a parent was that 'all staff clearly have the children's best interests at heart, promoting both learning and personal development'. The views of parents and pupils are sought, valued and acted upon wherever possible by the school.

Standards are above average and the majority of pupils make good progress in relation to their starting points. This is because of the consistently good quality of teaching and the good curriculum provided. Children enter the school with skills and abilities which are broadly typical for their age. They make good progress in the Foundation Stage, but the most recent cohort of pupils in 2007 achieved results which were well above those normally found for their age, demonstrating the impact of the very good quality of provision in the Foundation Stage. Pupils continue to make good progress in Key Stage 1 and standards in 2007 were significantly higher than national averages, particularly in reading and mathematics and above average in writing. However, boys have not made as much progress in writing as they should. The early identification of the needs of pupils with learning difficulties and/or disabilities and the intervention to support them appropriately, contributes well towards the good achievement of the vast majority of pupils with learning difficulties and/or disabilities.

Teaching and learning are good and consequently pupils make good progress. The school ensures that pupils develop a love of learning and this is demonstrated in their excitement and enthusiasm during lessons. The strengths in teaching and learning include good opportunities for speaking and listening, including 'talk partners'; good questioning skills which promote pupil's thinking skills; the consistent way in which pupils are informed what they are to learn and how to achieve; and the good quality support given to pupils by support staff in lessons. Pupils show positive attitudes towards their work and benefit from active and practical activities which help to cater for their different styles of learning. Information and communication technology (ICT) is used effectively to engage pupils in their learning. There are very good relationships between staff and pupils and also between pupils themselves. However, very occasionally, a few pupils talk to one another in lessons when the teacher is talking and this slows the pace of these lessons. The good quality of teaching and learning is complemented by the good curriculum provided. This is broad and balanced and meets statutory requirements. Although there is no whole school plan providing an overview of the curriculum, subject leaders ensure there is progression and continuity in their subjects through long-term planning for each year group. The curriculum is greatly enhanced with a wide variety of visits and visitors. Pupils have opportunities to learn circus skills to promote physical development, music workshops, dance festivals, theatre visits and visits to places of historical interest and local churches. Special events, such as 'Travel week' greatly enhance the provision, particularly in respect of promoting pupils' cultural development. There are a variety of well-attended extra curricular activities, including opportunities for family learning, for example at the newly established computer and library club.

Pupils are keen to learn, take great pride in their work and have confidence and high self-esteem. The vast majority of pupils are mature, sensible and caring towards one another. Pupils are aware of healthy lifestyles and know how to keep safe. Their spiritual, moral, social and cultural development is good. This is demonstrated by the thoughtful prayers the children have written and their moving accounts of Remembrance Day. The school have taken every opportunity to celebrate the diversity of different cultures throughout the curriculum. Pupils make a significant

contribution to the community by extensive fund-raising and through opportunities to work with others, for example in singing in the community. They take great pride in their jobs in the classroom. Pupils greatly enjoy learning and this is demonstrated in lessons and in their good attendance. Their behaviour is good overall.

The personal development and well-being of pupils is good because of the good care, guidance and support they receive. Parents and pupils are very aware that any concerns are dealt with effectively and promptly. Processes to help keep pupils safe, including arrangements for safeguarding are robust. The school uses outside agencies effectively to support the well-being and development of pupils and in particular those with learning difficulties and/or disabilities. Academic guidance is good. The school sets challenging targets for pupils and involves them in reviewing their progress. Marking of written work and verbal feedback enables pupils to understand what they have to do to improve. Staff know pupils very well, their assessments are accurate and thorough assessment records are kept in individual and class files which are regularly monitored. However, there is currently no overall system to track the progress of pupils to enable leaders and managers to have a more strategic overview. Support for pupils when they join the school, when they transfer to the next class and then onto the junior school is well considered. The schools, including the secondary school, which share the same site, work closely together to ensure a smooth transition for pupils.

The leadership and management of the school are good. The headteacher has a good understanding of the school's strengths and how it can improve and also as one parent states, 'the headteacher is passionate about the development of all children' and this is clearly recognised by all members of the school community. She has developed a strong and effective leadership team, supported well by highly motivated and committed staff. The school's processes for self-evaluation and in planning for school improvement are good. The priorities in the school improvement plan are clearly linked to financial planning. Subject leaders are developing their role in monitoring and evaluating the progress of pupils. However, opportunities for all subject leaders to observe teaching and learning in their subjects are limited.

Governors fulfil their statutory duties well and also have a good understanding of the school's strengths and areas for improvement. They provide a good balance of support and challenge. Governor visits and link roles with subject leaders enable them to monitor and evaluate the work of the school very effectively. They have a good understanding of financial management and ensure resources are well used and consequently the school gives good value for money. The school has made good progress on the issues identified in the previous inspection report and therefore the capacity of the school to improve further is good.

Effectiveness of the Foundation Stage

Grade: 2

Children make good progress in the Foundation Stage. This is because of the very good quality of teaching and learning and the good, stimulating curriculum which meets the needs of the children well. The provision, both indoors and outdoors, enables children to make good progress in all areas of learning and there are exciting activities planned to encourage them to develop their knowledge, skills and understanding. Examples include following clues outdoors to find Goldilocks and the Three Bears, making fruit smoothies and working in the Garden Centre. Every opportunity is taken by staff to develop children's speaking and listening skills in all the activities offered and children are fully engaged in their learning. Children cooperate well with one another, they are confident, happy and very settled and this creates a good atmosphere

for learning. This is because of the very good care, support and guidance that the children receive, which is particularly successful in raising their confidence and self-esteem.

What the school should do to improve further

- Improve boy's writing.
- Ensure that there is an effective system in place to track the progress of all pupils throughout the school.

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Annex A

Inspection judgements

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

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

Achievement and standards

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

Personal development and well-being

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

The quality of provision

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

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

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
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

4 March 2008

Dear Children

Inspection of Ryton Community Infant School, Gateshead, NE40 3AF

As you know, I visited your school recently to find out how well you are learning. I enjoyed my time with you and would like to thank you for being so friendly and helpful. Please thank your parents for completing the questionnaires and tell them I took their views into account. I am writing to let you know what I found out about your school.

Your school is a good school. This is because your headteacher, the staff and governors all work very well together and try very hard to make sure that you all learn as well as you can. They help you make good progress. Your lessons are fun and interesting and you are clearly very proud of your school and of the work that you do. I was very impressed with the song written by Year 1 about the 'Alien' and I am sure children in Year 2 will always make sure they wash their hands before eating their lunch after their lesson showing how easily germs spread. The children in Reception did very well in following the clues to find Goldilocks and the Three Bears, and Nursery children clearly enjoyed working in the Garden Centre and making fruit smoothies.

Your headteacher, teachers and support staff take very great care of you and you told me that:

- you can always go to see them if you have a problem
- you can post letters in the headteacher's special box and she will always reply and help you if you have a concern or worry
- you enjoy your lessons very much and that you like your teachers and
- the teachers help you to stay healthy by encouraging you to eat healthy food and take lots of exercise.

I have asked your headteacher, the staff and governors to do a few things which will help to make your school even better. We have asked them to make sure that they have a better system of checking how much progress you are all making. We have also asked them to help some pupils improve their writing. You can help by continuing to work very hard, listen carefully to your teachers and try hard to improve your writing.

- Thank you so much for helping me during the inspection. You should be very proud of yourselves and of your school.

Good luck in the future.

Yours sincerely

Christine Inkster HMI