

Redby Primary Academy

Fulwell, Sunderland, Tyne and Wear, SR6 9QP

Inspection dates 28–29 November 2013

Overall effectiveness	Previous inspection:	Not previously inspected
	This inspection:	Inadequate 4
Achievement of pupils	Inadequate	4
Quality of teaching	Inadequate	4
Behaviour and safety of pupils	Requires improvement	3
Leadership and management	Inadequate	4

Summary of key findings for parents and pupils

This is a school that requires special measures.

- Pupils' achievement is inadequate. The attainment and progress of Year 6 pupils who left the academy in 2012 was significantly below the national average, mainly as a result of very low results in mathematics.
- Pupils' attainment in Key Stage 1 has remained significantly below the national average since 2011, with no sign of improvement in the current year.
- In the Nursery, children's achievement is also inadequate because activities are not planned to take account of how young children learn best.
- Teaching is inadequate overall. Teachers have had too little support to improve their skills over time.
- Teachers' assessment of pupils' learning and their needs are not accurate enough. Expectations of what pupils can achieve are too low, so the pace of learning in many lessons is slow.
- Behaviour in lessons requires improvement because teaching does not fire pupils with positive attitudes for learning. In too many lessons, pupils lack the confidence to engage fully with their learning.
- Leadership is inadequate. The headteacher does not provide a clear direction or demonstrate a strong commitment to improving known weaknesses in the academy.
- The skills and expertise of other senior leaders are not used well by the headteacher to lead improvement and support either colleagues or the academy's priorities.
- Middle leaders have not had sufficient training, guidance or support to enable them to discharge their responsibilities effectively.
- Governors are very supportive of the academy, but too much of their knowledge of the academy is currently second hand, via the headteacher's reports. This hinders them from challenging the academy robustly.

The school has the following strengths

- There is some good teaching in the academy.
- Pupils' behaviour at social times, for example in the dining hall, is good.
- The deputy headteacher and assistant headteacher provide positive, informal support for colleagues. They demonstrate an astute awareness of the weaknesses in the academy.

Information about this inspection

- The inspectors observed 24 part lessons, including several jointly with senior leaders.
- Meetings were held with senior and middle leaders, and four members of the governing body, including the Chair of the Governing Body. Inspectors also held meetings with groups of pupils from Year 3 and Year 6 and listened to pupils reading.
- A range of documentation was scrutinised, including the academy’s self-evaluation and development plan, data on pupils’ attainment and progress, records of behaviour and attendance and information relating to the academy’s safeguarding procedures.
- Inspectors spent time examining work in pupils’ books in English and mathematics in Years 2, 3, 4, 5 and 6, with the deputy headteacher and the assistant headteacher.
- Inspectors took account of 38 responses to the online questionnaire (Parent View) and of the two letters sent to the inspectors by parents. They also took account of 31 responses to the staff questionnaire.

Inspection team

Moira Fitzpatrick, Lead inspector	Additional Inspector
John Pattinson	Additional Inspector
Peter Harrison	Additional Inspector

Full report

In accordance with the section 44 of the Education Act 2005 (as amended), Her Majesty's Chief Inspector is of the opinion that this school requires special measures because it is failing to give its pupils an acceptable standard of education and the persons responsible for leading, managing or governing the school are not demonstrating the capacity to secure the necessary improvement in the school.

Information about this school

- Redby Primary Academy is much larger than the average-sized primary school.
- The proportion of pupils known to be eligible for support through the pupil premium (additional government funding to support pupils known to be eligible for free school meals, children of service families and children looked after by the local authority) is average.
- The vast majority of pupils are from White British heritage. Very few pupils speak English as an additional language.
- The proportion of pupils supported at school action is below average, and the proportion supported at school action plus or with a statement of special educational needs is well below average.
- The academy meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- The academy became a single converter academy in November 2011. When its predecessor school, Redby Primary School, was last inspected by Ofsted, its overall effectiveness was judged to be good.

What does the school need to do to improve further?

- Urgently improve the quality of teaching and pupils' progress, so that it is at least good in all classes by:
 - setting robust targets for teachers' performance that link directly to pupils' short-and long-term progress and achievement targets
 - monitoring these targets regularly so that any underachievement is spotted quickly and pupils are supported to catch up
 - identifying weaknesses in teaching through regular and rigorous monitoring, then providing sustained, appropriate, good quality training programmes for teachers and teaching assistants
 - improving the accuracy of teachers' assessment of pupils' learning and their needs, both in lessons and over time, so that senior leaders have an accurate picture of the academy's performance
 - reducing the use of worksheets as the dominant way of recording pupils' learning and by developing pupils' recording skills
 - improving pupils' attitudes to learning by involving them more in lessons
- Urgently raise standards in mathematics by:
 - providing sustained training to improve teachers' subject knowledge so they are able to assess pupils' learning accurately and pitch work at the correct level
 - rigorously assessing pupils' underachievement and devising a robust plan to rectify the

existing gaps in pupils' learning

- reducing the use of worksheets in mathematics lessons by teaching pupils how to record their work, so that they consolidate their understanding of new concepts and can revise methods by looking over their work.

■ Improve provision in the Nursery quickly so that children have more opportunity to learn through well-planned play by providing training and support for:

- the Early Years Foundation Stage leader and the teaching assistants, so that all Nursery staff develop a better understanding of how young children learn
- all Nursery staff so that they are able to assess children's emerging learning needs accurately and plan provision which accelerates their learning.

■ Urgently improve leadership and management, including governance, by:

- ensuring that the headteacher gains a better knowledge of the academy's performance through direct, first-hand monitoring of its work
- ensuring that the headteacher devises a coherent management structure which ensures clear lines of accountability and responsibility for the work of senior and middle leaders, and which covers all aspects of the academy's work
- providing a calendar of monitoring activities for the deputy headteacher and assistant headteacher which focus on the academy's most significant weaknesses and by allocating designated time to carry out these duties
- providing training for middle leaders and allocating time for them to carry out their responsibilities
- providing training for the Early Years Foundation Stage leader to raise her expectations of what children can achieve and develop her leadership skills to drive improvements to teaching and learning
- improving the effectiveness of governors so that they know how to hold the academy to account more robustly
- undertaking an external review of governance, to include a specific focus on the academy's use of the pupil premium, in order to assess how this aspect of leadership and governance may be improved.

Ofsted will make recommendations for actions on governance to the authority responsible for the academy.

Inspection judgements

The achievement of pupils

is inadequate

- Children join the Nursery with skills that are broadly average for their age. They make inadequate progress in the Nursery because provision for their learning is not sufficiently well planned to take account of their needs or interests. Progress improves in the Reception Year, but the majority of children are not ready for learning in Year 1 by the end of this year, because of their underachievement in Nursery.
- Achievement in Years 1 and 2 is inadequate. Attainment at the end of Year 2 has been significantly below the national average in reading, writing and mathematics for the past three years and shows no signs of improvement. Results in the Year 1 phonics assessments of the sounds that letters make, were broadly average in 2012, but this level of attainment is not reflected in the cohort's independent reading and writing skills. In 2013, phonics results were close to those in 2012, but the national score had risen so they are now below the national average.
- The proportion of pupils in Year 6 making or exceeding expected progress through Key Stage 2 in 2012 was broadly in line with national averages in reading and writing, but significantly below in mathematics. Unvalidated test results for 2013 show an improvement in mathematics at both the expected and higher levels of attainment. However, work seen in pupils' books in the current Year 6 does not indicate a similar level of overall attainment or progress.
- The most-able pupils do not always make the progress of which they are capable because teachers' expectations are too low. Hence, too few reach the higher levels in national tests. The very few pupils who speak English as an additional language make the same progress as their peers.
- Disabled pupils and those with special educational needs have their progress monitored closely. Planned interventions provide good support for them to sometimes make better progress than their peers elsewhere in the academy.
- The attainment of pupils who are supported by the pupil premium funding is below that of their peers. In 2012, the attainment of these pupils, including those known to be eligible for free school meals, was close to one year behind their peers in literacy and numeracy. Their progress was significantly below their peers in the academy and nationally. Unvalidated test results for 2013 show some improvement in attainment for these pupils, whose progress was similar to that of their peers, but the gap in attainment between these pupils is not narrowing quickly enough.
- The academy introduced a new programme to teach letters and sounds in 2012. This is beginning to have some impact on developing pupils' early reading and writing skills, but opportunities to practise these skills are not frequent enough to consolidate pupils' learning quickly and securely.
- The development of pupils' mathematical knowledge and skills is inadequate. Too little attention is given to securing a good knowledge of number between Nursery and the end of Year 2, and this weakness persists into Year 6. Lesson observations and work in pupils' books, from Year 1 to Year 6, confirmed that a large majority of pupils are working below age-related expectations in mathematics.

The quality of teaching

is inadequate

- Teaching is uneven in quality, ranging from some good, to too much that requires improvement or is inadequate; consequently, teaching over time is inadequate. Teachers have had too few opportunities to improve their skills since the academy opened.
- In all classes there is over-reliance on worksheets as the vehicle for pupils to record their learning. This prevents them from learning logical layout for mathematical calculations and restricts how much writing they do in English lessons. This practice seriously hinders pupils from developing their thinking, literacy and numeracy skills at a good rate.

- In too many lessons, teachers spend too much time recapping previous work without accurately assessing pupils' prior learning. Sometimes, this is because teachers' subject knowledge is not secure enough. In a Year 3 mathematics lesson, many pupils were not able to answer the teacher's questions because the teacher did not adapt them to pupils' different levels of knowledge. This led to a lack of concentration and engagement, and tasks which too many pupils were unable to tackle.
- Teachers' expectations of what pupils can do are often inaccurate because they do not make accurate assessments of pupils' learning through marking. Work in books shows many pupils consolidating low-level tasks in mathematics on worksheets, when they are clearly ready to move on. There is also much work that is not attempted or is unfinished by some pupils because it is too difficult. There are too few practical and collaborative activities to motivate pupils to learn at a good rate.
- Pupils' attitudes to learning, including those of the most-able, are diminished because they are not inspired by tasks or rewarded with a good level of success.
- Learning in the Nursery is hampered because activities are not well planned to tempt children to explore and find out for themselves. Adults are not skilled at noting when children need encouragement to start an activity. Too much learning is led directly by adults rather than by allowing children to find out for themselves.
- Learning in the Reception class is based more closely on the needs of different groups, and activities are well matched to children's needs. Children are learning at a brisk rate because adults plan activities that interest and challenge them.
- Where teaching is good, teachers plan practical activities from which pupils can learn. They show an accurate knowledge of pupils' needs and ensure the right starting points for learning. Year 2 pupils made good progress when learning about time because the teacher had prepared their learning in this way.

The behaviour and safety of pupils

requires improvement

- Pupils' attitudes to learning require improvement because they are not always well prepared for tasks and are sometimes unsure how to begin. This slows their progress and reduces their motivation for learning. In lessons where teaching is good, pupils listen carefully, are clear about what is expected and work hard to please their teachers.
- Pupils behave well around the academy. They are polite to staff and visitors to the academy. The academy's behaviour records confirm that lessons are seldom disrupted by poor behaviour. Attendance is broadly average.
- Pupils feel safe and secure in the academy. They understand the different forms of bullying, including by text, use of the internet, and verbal and physical harassment. Pupils say that bullying is rare, and are confident that it is dealt with quickly and firmly by adults.
- The academy provides a caring and supportive environment for all pupils. Those whose circumstances might put them at risk of becoming vulnerable are very well served by the academy's nurture provision. Staff monitor these pupils very closely, and they and other pupils are offered respite in the nurture centre when they need additional emotional support.
- Some parents spoke highly of the academy's provision for pupils with special educational needs, including the work of the special educational needs coordinator in ensuring that these pupils are fully integrated with their friends and thrive in the academy setting.

The leadership and management

are inadequate

- The headteacher does not provide clear direction for improvement in the academy nor communicate an ambitious vision to drive up standards quickly enough.
- Monitoring and evaluation activities are not regular or robust enough to give the academy a

clear picture of the most significant weaknesses. For example, despite achievement in mathematics being a continued area of concern, the subject receives no additional monitoring of provision and performance. This explains why the academy cannot identify reasons for the improvement in mathematics in Year 6 tests in 2013.

- The skills and expertise of other senior leaders are underused. They have not been directed to investigate weaknesses in mathematics or the inadequate provision in the Nursery. Nor have the deputy headteacher and assistant headteacher been assigned to oversee the work of middle leaders and support them to make improvements. Several staff commented on the useful support they received informally from these leaders.
- Middle leaders with responsibility for literacy and numeracy do not have enough time allocated to allow them to discharge their responsibilities effectively. The academy has not devised a broad enough range of activities from which these staff can gather a picture of provision and progress across the academy. The narrowness of monitoring and evaluation activities is a key factor in the academy's lack of progress.
- There has been too little monitoring and evaluation of teaching since the academy opened for the academy to bring about consistency and move the quality to good. A number of staff expressed a need for training in specific aspects of their work to help them improve, but said that training opportunities were not regular or tailored to their needs. The academy should not seek to appoint newly qualified teachers.
- Performance management systems rely too heavily on data about pupils' progress that is supplied by teachers. The headteacher has not established robust systems to check on the accuracy of these assessments and staff have had little training in this aspect of their work. The result is that the academy has an overgenerous view of pupils' progress and teachers' performance. Senior staff who took part in a work scrutiny with inspectors were surprised and disappointed by the standards of work they saw.
- The academy does not make good provision for equal opportunities because of the inconsistencies that persist in the quality of teaching. The curriculum is inadequate because provision for developing mathematical skills does not lead to good progression in each year group. In other aspects of learning, teachers plan interesting links between topic work and pupils' work in English, which helps them enjoy writing activities.
- The academy has established links with other schools to provide a range of additional activities through the new primary school sports funding initiative. These are at too early a stage of implementation to measure the impact.
- The academy meets the requirements for safeguarding pupils.
- The academy makes occasional use of independent educational consultants for support and advice.
- **The governance of the school:**
 - Governors are very supportive of the academy and have plans in hand to increase the range and scope of their monitoring activities from the spring term 2014. However, not all governors have a clear understanding of comparative data or the different ways they can monitor the academy's work to hold the headteacher to account for pupils' performance. They know how the academy's appraisal system links the quality of teaching to pupils' achievement and teachers' salary progression, but rely heavily on the headteacher for monitoring this. They are not all clear that the gap between the performance of pupils in receipt of pupil premium funding and others in the academy is not narrowing over time, though they do know how funding is spent.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	137463
Local authority	Sunderland
Inspection number	413110

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

Type of school	Primary
School category	Academy converter
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	402
Appropriate authority	The governing body
Chair	Tony Winlow
Headteacher	Val Shield
Date of previous school inspection	21 April 2010
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