

Inspection of Redby Academy

Fulwell Road, Sunderland, Tyne and Wear SR6 9QP

Inspection dates: 28 and 29 March 2023

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Early years provision **Good**

Previous inspection grade Good

What is it like to attend this school?

Redby Academy is an inclusive school where everyone is welcome. Pupils enjoy coming to school and are proud of their achievements, especially in sport. Pupils are articulate and clearly express their knowledge and understanding. The school motto, 'let your light shine', is putting a spotlight on leaders' aspirations for pupils. Governors and representatives from the trust share this vision.

Pupils behave well. They are kind and courteous to each other and respect each other's views in group discussions. Many pupils show good manners as they move around school. Pupils say that bullying is something that rarely happens in school. Pupils are very confident that if it did happen, adults in school would be quick to help.

Pupils celebrate the differences they might have. One pupil said that the best part of being a pupil here is that the school supports them to 'be myself'. Wider opportunities, such as the football academy, help pupils pursue talents. Leaders plan carefully how to make use of the school's locality to bring the curriculum to life. The use of the local coastline and city museums are examples of this.

What does the school do well and what does it need to do better?

Leaders have designed a curriculum that identifies the key knowledge and skills that pupils need to know and remember. Lessons are structured so that pupils can revisit learning frequently. This helps pupils make connections between their learning. Pupils are keen to talk about their knowledge. They are enthusiastic when doing so. The structure of the physical education curriculum ensures that pupils develop strong skills so that they can play competitive sport more effectively. However, the teaching of some curriculum subjects is inconsistent. Teachers do not always ensure that the lesson activities chosen match the important knowledge and skills pupils must know and remember.

The mathematics curriculum is effectively organised. Pupils revisit learning daily and have opportunities to problem solve and reason regularly. Children in the early years make a prompt start to number work. Leaders have ensured that children in the early years have a strong understanding of number in readiness as they move to Year 1. They have similar ambition for children's vocabulary. The provision is language rich. Children talk to each other and adults with confidence.

Leaders value the importance of reading for pupils. Staff use ongoing access to training to ensure that phonics lessons are taught with consistency. Pupils benefit from the consistent routines used in these sessions. Older pupils who find reading more difficult have bespoke intervention to help them catch up. Children in the early years enjoy lessons in rhythm and rhyme. After this, they make a prompt start to more structured phonic lessons in reception. However, the systems in place to build reading fluency are inconsistent. Pupils at the earliest stages of reading have books

in school that are well matched to their phonic knowledge. Yet, these pupils must use technology to read these books at home. Leaders acknowledge that not all pupils can do this. Older pupils have initiatives to help them read more, but these are not used by everyone. This limits some pupils' opportunities to develop fluency more rapidly.

Pupils with special educational needs and/or disabilities (SEND) are well cared for and supported. Many parents of pupils with SEND agree. Leaders are knowledgeable and ensure that plans to support learning are effective. Pupils with SEND enjoy being involved in wider school life. They are very proud of the recent sporting medals they have achieved at an out-of-school competition.

Leaders prioritise the personal, social and health education curriculum across school. As a result, pupils know about healthy relationships and have age-appropriate understanding of how their bodies change over time. Pupils are active citizens. They help local chosen charities and vote for which charities they would like to support. Initiatives such as play leaders and the eco group also develop pupils' character. Sporting achievements are widely celebrated by all pupils. Pupils develop confidence through working with pupils from other schools across the trust. Pupils have an emerging understanding of British values.

Behaviour in classes is good. Pupils are clear that disruption to learning does not happen often. Leaders' record-keeping reflects this. If behaviour is less focused, it is often linked to the activity choice.

Staff work in a caring and welcoming team. Staff value the focus that leaders have put on well-being. This is also supported by governors and trustees. Teachers at the start of their teaching career are well supported.

Safeguarding

The arrangements for safeguarding are effective.

The safeguarding team knows the families and pupils exceptionally well. Keeping pupils safe is a high priority. Leaders keep detailed records that list incidents and actions taken. Leaders have restructured training for staff to address emerging needs within the community effectively. Staff are clear on how to support pupils and get help from leaders when needed. Governors and trustees receive relevant safeguarding training. Checks to ensure adults are safe to work with pupils are thorough.

Pupils feel safe in school. The curriculum is helping them to understand how to keep safe in the community and online.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Beyond phonics and reading lessons, approaches to reading and developing fluency are not consistent. Pupils do not benefit from a consistent approach to home reading that is equitable. Some pupils do not have access to the online resources provided. This means that some pupils do not have the same opportunities to secure their learning. This can lead to variable progress for pupils. Leaders must ensure that all pupils have the same opportunities to embed learning in reading by having a consistent approach to the use of resources across school.
- Some teaching uses pedagogy choices that do not reflect the intended outcomes in the planned curriculum. The learning that leaders want pupils to know and remember is lost due to poor activity choice. Leaders must ensure that teachers are well supported, through quality training, to plan lessons that prioritise the knowledge that is intended.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, 'disadvantaged pupils' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	137463
Local authority	Sunderland
Inspection number	10271260
Type of school	Primary
School category	Academy converter
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	320
Appropriate authority	Board of trustees
Chair of trust	Les Watson
Headteacher	Melanie Wight
Website	www.redbyacademy.co.uk
Date of previous inspection	14 and 15 June 2017, under section 5 of the Education Act 2005

Information about this school

- The school is a larger than average primary school.
- The school has a nursery provision.
- The school joined Tyne Coast Academy Trust in September 2019.
- The school does not currently make use of alternative provision.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Prior to the inspection, the lead inspector reviewed documents on the school's website, as well as published information about the school's performance and previous Ofsted inspections.

- Inspectors carried out deep dives in these subjects: early reading, mathematics, science, geography and physical education. Inspectors discussed the curriculum with subject leaders, visited a sample of lessons and spoke to teachers and teaching assistants. They spoke to pupils about their learning and looked at samples of pupils' work. Inspectors listened to pupils at the early stages of reading with a familiar adult.
- To inspect safeguarding, inspectors spoke to staff, pupils and a range of stakeholders, including governors and trustees. Safeguarding documentation was scrutinised, including the safeguarding policies, and the single central record of recruitment checks. Inspectors spoke to pupils and observed relationships between pupils and adults. Inspectors also met with the designated safeguarding lead and deputy designated safeguarding lead.
- Inspectors gathered views of parents informally in person and formally through responses to Ofsted's online survey, Ofsted Parent View, and free-text responses. The views of staff were considered through the staff survey and through meetings with them. Pupils' views were considered through a pupil survey and through pupil meetings.
- Inspectors spoke with representatives from the local governing body and the trust. Inspectors also spoke with a school improvement partner.
- Inspectors observed pupils' behaviour in classes, during breaks and at lunchtime.

Inspection team

Emily Stevens, lead inspector	His Majesty's Inspector
John Downs	Ofsted Inspector
Debra Murphy	Ofsted Inspector

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