

Inspection of Red Rose Primary School

York Terrace, Red Rose Primary School, Chester le Street, County Durham DH3 3NA

Inspection dates: 22 and 23 November 2023

Overall effectiveness **Good**

The quality of education	Good
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Outstanding

This school was last inspected under section 5 of the Education Act 2005 15 years ago and judged 'Outstanding' under a previous inspection framework. This reflected the school's overall effectiveness under the inspection framework in use at the time.

From then until November 2020, the school was exempted by law from routine inspection, so there has been a longer gap than usual between graded inspections under section 5 of the Act. Judgements in this report are based on the current inspection framework and also reflect changes that may have happened at any point since the last graded inspection.

What is it like to attend this school?

Pupils thrive at this exceptionally caring school. Every morning, pupils are greeted by friendly staff. Everyone is welcome. Pupils respect each other. Pupils say, 'it doesn't matter if you're different, because everyone is unique in their own way.' Pupils are safe. They know that staff are always on hand to help resolve any problems.

The school has high expectations for all pupils. Learning begins straight away when pupils arrive in the morning. Pupils follow the school's well-established routines consistently, including children in the early years. Pupils behave extremely well in lessons. They strive to meet the school's high standards and help each other to do so. The school has a well-structured curriculum. Pupils are enthusiastic about their learning. They achieve well.

The school's work to develop pupils' character is exemplary. There is a carefully structured curriculum for personal development. Pupils develop confidence and independence as they progress through the school. Older pupils are superb role models. Pupils demonstrate kindness and a sense of responsibility. The school's reward system helps to build the strong relationships seen in the school. Pupils are proud to collect rewards, called 'gems,' for their class. The school ensures anyone who is feeling sad is supported effectively. For example, there are peer mentors who look after the well-being of other pupils.

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

The school's curriculum is highly ambitious for all. This includes pupils with special educational needs and/or disabilities (SEND). There are detailed plans for each subject. These plans have been carefully considered to ensure they are well-sequenced. It is clear, on these plans, how pupils' knowledge will build up from Reception to Year 6.

Teachers regularly check what pupils know and can do. The school's checks on how well pupils remember important knowledge in English and mathematics are highly effective. In these subjects, pupils are well prepared for future learning. Pupils move onto new learning confidently. They achieve exceptionally well in reading, writing and mathematics. In a small number of foundation subjects, the school does not know, precisely enough, how well pupils remember what they have been taught.

Reading is at the heart of the curriculum. Pupils love to read. They enjoy choosing the class book for daily story time. Children learn phonics from the start in Reception. Staff teach phonics very well. Pupils learn how to use the letters and sounds they make, to spell unfamiliar words. They read books that are well-matched to the words and letter sounds that they know. Staff identify pupils who need extra help with reading. These pupils receive effective support. Pupils quickly become fluent readers. They read from a wide range of quality texts. Some pupils act as 'reading buddies.' These pupils enjoy helping younger readers find favourite books.

Pupils learn ambitious specialist vocabulary in each subject. Staff are quick to reinforce pupils' understanding of difficult words. For example, older pupils discuss the meaning of 'anaesthetic' and 'cryogenic,' in a reading lesson. Pupils are confident to use these words in science lessons later.

The school has high expectations for pupils with SEND. The school's systems for identifying the specific needs of pupils with SEND are thorough. For example, staff visit nursery providers to ensure the right support is in place for children when they join Reception. Leaders' work with professionals such as educational psychologists, is highly effective. Pupils with SEND get the help they need to learn alongside their peers in class. Pupils with SEND achieve very well.

The school's values help pupils understand how to succeed in life outside of school. For example, pupils learn the importance of determination. Pupils who struggle to manage strong emotions are supported effectively by staff. Pupils learn how to concentrate in lessons. They attend school very well. The school works closely with parents and carers to remove any barriers that might exist to high attendance.

The provision for pupils' personal development is exemplary. The school makes careful links between subjects such as physical education (PE) and opportunities to develop and stretch pupils' talents. For instance, many pupils enjoy swimming competitively for the school. Most pupils learn to swim at least 25 metres before they leave the school. The curriculum for outdoor education supports children's physical development in Reception. For example, children develop their core muscle strength by safely carrying large items in the outdoor area. The school has numerous opportunities for pupils to take on leadership roles. These include, eco leaders, school counsellors and house captains. Pupils are proud to have raised funds to purchase resources to support pupils with SEND in the new 'sensory room.'

Staff enjoy working at the school. Leaders are considerate of staff's workload. Staff value the high-quality resources available to support teaching. Governors understand their role. They visit the school regularly. Governors ensure that the actions taken by the school benefit all pupils.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In a small number of foundation subjects across the curriculum, the school is unclear precisely how well pupils are remembering important knowledge over time. This means that some learning does not deepen pupils' knowledge as well as it should. The school should ensure that checks on pupils' knowledge support pupils to achieve exceptionally well in foundation subjects across the curriculum.

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](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	114008
Local authority	Durham
Inspection number	10229026
Type of school	Primary
School category	Community
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	309
Appropriate authority	The governing body
Chair of governing body	Julie Lumley
Headteacher	Angela Brinton
Website	www.redroseprimaryschool.com
Date of previous inspection	13 June 2008

Information about this school

- A new headteacher and chair of the governing body have been appointed since the previous inspection.
- The school runs a breakfast club and after-school club for pupils who attend the school.
- 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.

Inspections are a point-in-time judgement about the quality of a school's education provision.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors met with the headteacher, acting deputy headteacher and curriculum subject leaders. A meeting was held with members of the governing body,

including the chair and vice-chair. The lead inspector also spoke to a representative from the local authority.

- Inspectors carried out deep dives in these subjects: reading, mathematics, art and design, history and PE. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work. The lead inspector also observed some pupils read to a familiar adult.
- The lead inspector discussed the curriculum in some other subjects and looked at samples of pupils' work across the curriculum.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors spoke to pupils to gain their views of the school.
- Inspectors scrutinised a variety of documents, including the school's self-evaluation and improvement plans, curriculum plans, minutes from governing body meetings and behaviour and attendance analysis.
- Inspectors took account of the views of staff, pupils and parents through surveys, including Ofsted Parent View. An inspector also spoke to some parents at the start of the school day.

Inspection team

Kathryn McDonald, lead inspector	His Majesty's Inspector
Simon Ward	Ofsted Inspector
Chris Story	Ofsted Inspector

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