

Redby Primary School

Inspection report

Unique Reference Number	108831
Local Authority	Sunderland
Inspection number	288199
Inspection dates	19–20 April 2007
Reporting inspector	Linda Buller

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number on roll	
School	433
Appropriate authority	The governing body
Chair	Mr Tony Winlow
Headteacher	Mrs Val Shield
Date of previous school inspection	1 June 2002
School address	Fulwell Road Sunderland Tyne and Wear SR6 9QP
Telephone number	0191 5535475
Fax number	0191 5535477

Age group	3–11
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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

The school is larger in size than most primary schools nationally. It is in an area that is broadly average in terms of social and economic advantage. The proportion of pupils who claim a free school meal is lower than the national average. Slightly more pupils than nationally have learning difficulties and/or disabilities, although the proportion of pupils with a statement of special educational need is below average. Most pupils are of White British heritage with a few from minority ethnic backgrounds. The school has recently admitted a few pupils who are at an early stage of English language acquisition. When the children start school in the Nursery, their attainment is below that typical for their age; a growing proportion of children have weak skills in communication, language and literacy and mathematical development. In response to the changing needs of pupils, the school has created a 'nurture unit' where pupils who experience emotional and behavioural difficulties can seek reassurance and support. The school have recently experienced significant changes in staffing, including the appointment of a new headteacher in September 2006.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

This is a satisfactory school that cares for pupils well. The school successfully places a high priority on pupils' personal development. Consequently, pupils enjoy school, behave sensibly and form positive relationships. They feel safe at school and understand the importance of a healthy lifestyle. Pupils make a strong contribution to the school community and gain a good understanding of citizenship in return.

Pupils are soundly prepared for the next stage of their education. Their academic achievement is satisfactory and standards are average at the end of Year 6. Children make the expected progress in the Foundation Stage due to satisfactory provision, but standards are below average by the end of Reception. Standards at the end of Key Stage 1 are below average, although the pupils' progress is satisfactory. Similarly, pupils make satisfactory progress in Key Stage 2 and reach average standards at the end of Year 6. Because writing is the weakest aspect of pupils' attainment, the school has introduced well considered strategies to improve standards in this subject. These actions are having a positive effect on the pupils' progress, particularly in Years 4 to 6 where they are being implemented with greater success than elsewhere in the school.

The quality of teaching and learning is satisfactory. Teachers develop good relationships with pupils and manage behaviour well. They use a good range of teaching strategies which pupils confirm makes learning interesting and fun, but too often lessons are planned to match the expected standards for an age group rather than taking account of the range of pupils' different levels of attainment. The curriculum is satisfactory and improving through the introduction of a number of new projects that enrich the curriculum and foster pupils' creative potential. Pastoral care is good; particularly successful is the attention given to the emotional and behavioural needs of pupils especially that provided within the 'nurture unit'. The inclusion of all learners is central to the school's ethos. Pupils feel safe in school and know they are looked after well. The school works well with other agencies to promote the well-being of vulnerable pupils.

The leadership, management and governance of the school are satisfactory. Systems of self-evaluation are satisfactory and clearly identify whole school priorities; this has resulted in satisfactory progress since the last inspection. A careful check is kept on the school's progress towards its statutory targets. At present, the monitoring and evaluation of the school's work are not rigorous enough to ensure consistency in the impact of actions taken to raise standards. The school currently provides satisfactory value for money and has a sound capacity to improve.

A small proportion of the schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

What the school should do to improve further

- Ensure sufficient attention is given to the full range of what different pupils already know when planning lessons.
- Improve the rigour of monitoring and evaluation to ensure that actions taken to raise standards are having a consistent impact throughout the school.

Achievement and standards

Grade: 3

Achievement is satisfactory and standards are average. Children's progress through the Foundation Stage is satisfactory. They achieve well in their personal, social and emotional development but, by the end of Reception, standards in the key areas of communication, language, literacy and numeracy remain below those found nationally. Pupils continue to make satisfactory progress in Years 1 and 2, but standards in reading, writing and mathematics remain below average at the end of Key Stage 1.

In Key Stage 2, pupils achieve satisfactorily, although their progress quickens as they move through the key stage. Since the last inspection, the school's test results for 11-year-olds have been consistently above average. The results were average in 2006 and were adversely affected by a dip in English, particularly in writing. In response to this decline the school has introduced new strategies for the teaching of writing, which have met with some success, especially in the classes for older pupils. Inspection evidence shows that pupils currently make satisfactory and sometimes good progress. Pupils with learning difficulties and/or disabilities, vulnerable children and those with English as an additional language make similar progress to their peers. There is no discernible pattern of any difference in the attainment of boys and girls.

Personal development and well-being

Grade: 2

Pupils' personal development and well-being including their spiritual moral, social and cultural development are good. They behave well in class, are always polite and demonstrate good levels of respect for each others' point of view, although some younger pupils do not listen as well as they should. Pupils enjoy coming to school; they find most lessons interesting and attendance is satisfactory. They are aware of others' needs and move around school safely. Behaviour on the playground is good, aided by the provision of equipment, which helps prevent unsuitable behaviour. Pupils are confident that there are adults in school they know and can trust if they feel upset or worried. In circle times and assemblies, they readily explore how to deal with feelings such as anger and jealousy.

Pupils have a good understanding of life in multicultural Britain through their participation in events such as multicultural weeks, health weeks and visitors from other countries. Pupils contribute well to the school community, for example by acting as 'buddies' and school council representatives and they understand how to live healthy lives. Pupils' skills in literacy, numeracy and information and communication technology are satisfactory. This, together with their understanding of the importance of teamwork, provides them with a sound platform for future economic well-being.

Quality of provision

Teaching and learning

Grade: 3

Teaching and learning are satisfactory. Although there are examples of good teaching in the school it is not consistent enough to ensure that, over time, pupils make good progress. Currently, teaching is more consistently effective in Years 4 to 6. Teachers explain new learning well and pupils are clear about what they are expected to know by the end of the lesson.

Throughout the school teachers have secure subject knowledge and there are good relationships with pupils. This ensures that behaviour is well managed and that pastoral care is good.

Day-to-day assessments of how well pupils are doing in their learning are satisfactory and give teachers a broadly accurate view of the levels that they have attained. Despite this, teachers' planning of lessons is often focused on the expected levels for the pupils' age group. It does not effectively consider the full range of what different pupils already know or what they need to do next to ensure they reach the standards of which they are capable. Pupils who have difficulty maintaining good behaviour and those who need support with their learning benefit well from the specialist provision provided in the nurture facility. In these sessions, the teaching is good and pupils make good progress both in their personal development and in the acquisition of basic skills.

Curriculum and other activities

Grade: 3

The curriculum is satisfactory and improving. It is adapted well to meet the needs of more able pupils and those with learning difficulties and/or disabilities. For example, Year 5 pupils identified as gifted and talented join Year 6 classes for English and mathematics.

There is good curriculum enrichment through the use of visits and visitors. Pupils confirm they have enjoyed visits, such as going to the local football stadium where they improved their knowledge in literacy and science. A review of the curriculum has led to changes in the teaching of literacy and the introduction of a greater number of creative activities. This is meeting with some success in raising standards in English, especially in Key Stage 2 where pupils rightly say their learning has improved as a result.

Care, guidance and support

Grade: 3

Care, guidance and support are satisfactory. Pastoral care is good; particularly successful is the attention given to the provision for the emotional and behavioural needs of pupils. Arrangements for safeguarding pupils meet national guidelines. There are a good number of qualified first aiders in school and procedures for those with long term medical needs are fully understood. Pupils feel safe in school and know they are looked after well. The school works well with outside agencies to ensure that vulnerable pupils are supported and those pupils for whom English is not their home language are helped to progress as well as their peers.

The school provides satisfactory academic guidance. The school carefully tracks pupils' progress against the levels expected for their ages and against the targets set for them. The information from assessments is not always used successfully to identify pupils whose learning needs an extra boost. As a result, a minority of pupils are not always given the help they need to ensure they achieve as well as they can.

Leadership and management

Grade: 3

The leadership, management and governance of the school are satisfactory. The headteacher, senior management team, staff and governors are strongly committed to doing the best for their pupils. The recent introduction of the school 'nurture unit' is one example of how they

are successfully dealing with the changing nature of the school population. They have successfully created a safe and stimulating school in which to learn and this is greatly valued by pupils and parents. The school's self-evaluation is satisfactory and has enabled the school to identify the correct priorities to bring about improvement. As a result, actions taken by senior managers to raise standards are having a positive effect on the pupils' progress, particularly in Key Stage 2, demonstrating that the school has satisfactory capacity to improve.

The headteacher and senior managers monitor the quality of teaching, but the information gathered is not always used to evaluate the effects of actions taken to raise standards. The assessments of pupils' work are used effectively to check if the school is on track to reach its statutory targets. However, they do not use this information sufficiently to identify whether or not individual pupils are achieving as well as they should.

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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?	3
How well does the school work in partnership with others to promote learners' well-being?	2
The quality and standards in the Foundation Stage	3
The effectiveness of the school's self-evaluation	3
The capacity to make any necessary improvements	3
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

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

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 behaviour of learners	2
The attendance of learners	3
How well learners enjoy their education	2
The extent to which learners adopt safe practices	2
The extent to which learners adopt healthy lifestyles	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	3

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3
How well do the curriculum and other activities meet the range of needs and interests of learners?	3
How well are learners cared for, guided and supported?	3

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?	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively performance is monitored, evaluated and improved to meet challenging targets	3
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	3
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

23 April 2007

Dear Pupils

Inspection of Redby Primary School, Tyne and Wear, SR6 9QP

Thank you for welcoming the inspection team so warmly to your school and for being so willing to talk with us to explain what it is like to be a pupil at Redby.

We judged yours to be a satisfactory school with some things that are good. These include the good quality of your relationships and care for others that help to make sure that the school is a safe and happy place for all pupils. The school council helps you to have a real impact on improving things such as your playground. It is good that you are enjoying the increasing variety of different activities that make your learning more interesting and fun.

To make sure that you all receive a good quality education and do as well as you can whatever class you are in we have asked your headteacher and other staff to:

- make sure that the work they give you to do is at the right level for you
- make sure that they keep a careful check on how well each of you is doing.

Your job will be to continue to enjoy learning and attending school as well as you do at the moment.

Yours sincerely

Linda Buller

Lead Inspector