

Red Rose Primary School

Inspection report

Unique Reference Number	114008
Local Authority	Durham
Inspection number	311447
Inspection date	13 June 2008
Reporting inspector	Brian Dower

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	4–11
Gender of pupils	Mixed
Number on roll	
School	219
Appropriate authority	The governing body
Chair	Mrs Maggie Coates
Headteacher	Mrs Sue Bainbridge
Date of previous school inspection	1 May 2005
School address	York Terrace Chester le Street County Durham DH3 3NA
Telephone number	0191 3886251
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Introduction

The inspection carried out by an Additional Inspector. He evaluated the overall effectiveness of the school and investigated the following:

- the rigour and accuracy of the school's self-evaluation processes
- the progress pupils are making in their work; their self-reliance and ability to work independently
- the level of pupil's basic skills and their ability to use them flexibly across the curriculum
- the quality of planning to meet the needs of all pupils in the mixed ability classes.

Evidence was gathered from discussions with pupils, the headteacher and chair of governors; observations of parts of lessons; analysis of school documentation; samples of pupils' work and the parental questionnaire returns. Other aspects of the school's work were not investigated in detail, but the inspection found no evidence to suggest that the school's own assessments, as given in its self-evaluation, were not justified and these have been included where appropriate in this report.

Description of the school

Red Rose is similar in size to most primary schools. It serves an area of average social and economic characteristics. Pupils are of White British backgrounds. The proportion of pupils eligible for free school meals is below average, as is the percentage of pupils with learning difficulties and/or disabilities. Very few pupils join or leave the school at times other than the start or end of an academic year.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 1

Red Rose is an outstanding school where pupils reach high academic standards and excellent levels of personal development. These successful outcomes are as a result of excellent leadership, outstanding teaching and a rich and diverse curriculum. Parents recognise the school's strengths and are appreciative of the level of care and encouragement their children receive. 'We believe that Red Rose Primary is an outstanding school where our daughter has been able to flourish. The school provides excellent care, guidance and support and is very well led.' Such a comment is typical of many received and fully justified by the inspection findings.

Standards have been consistently well above average, apart from 2006 when they were average. The school identified and successfully addressed the reasons for this dip in performance and as a result standards in 2007 were again well above average. Given the starting points of children, which are typical for their age, these high standards at Year 6 represent outstanding achievement. The school's assessments and the quality of the work seen during the inspection show that these outstanding standards are being maintained and that pupils are poised to exceed the challenging targets set for them this year. Pupils' basic skills are exceptionally good and they use them flexibly and well in all subject areas. For example, in a Year 5 lesson pupils discussed the concepts of freedom and emancipation in relation to the slave trade, demonstrating their ability to deal with social, moral and economic issues far removed from their own experiences. Such skills and the high standards reached are an outstanding grounding for the future.

Pupils develop excellent qualities for gaining success in their future lives. They become confident and self-reliant young people whilst doing very well academically. School is a fun and enjoyable place to be where they feel safe and secure. Pupils say that there is never any bullying or tormenting and that everyone gets on well together. Behaviour is excellent and pupils know right from wrong. They are sensitive to the needs of others and do a great deal to raise money for a range of charities. Older pupils have responsibilities helping with school routines and supporting and mentoring the younger children. Pupils' views and suggestions for improvements are channelled through the school council, resulting in better facilities for outdoor play and learning. The importance of rest, diet and exercise to health and well-being is understood and acted upon. Pupils take their music into the community and their tree planting skills have enhanced the local environment. They have a good understanding of the diversity of British society and their own and other cultures and faiths. Their social, moral, spiritual and cultural development is exceptional.

Learning is excellent. Work is presented to a very high standard, demonstrating the pride pupils take in all they do. Visitors are drawn to a wealth of displays in classrooms and corridors celebrating pupils' achievements, including examples of independent working in art and design technology. The wealth of stimulating displays in and around the school inspires pupils to learn and represents a significant improvement since the previous inspection. The breadth in the excellent curriculum is one reason why pupils are so well motivated to learn. Another is the wide range of enrichment activities in lessons and after school. The Year 1 visit to Beamish Museum, for example, enabled pupils to understand how society has developed over time. The purpose of such visits is carefully thought out by staff to give the maximum educational benefit. As one pupil put it, 'Teachers don't just take us there, they explain the significance of everything to us.' Excellent provision is made for the development of pupils' basic skills and effective support given to those who need additional help with literacy and numeracy. Assemblies and

reflection time, together with an excellent personal, social, health and citizenship programme, make a considerable impact on pupils' outstanding personal development and well-being.

Teachers ensure that learning activities are sufficiently varied to enable all pupils to make maximum progress in lessons, including those with learning difficulties and/or disabilities. They do this by assessing pupils' work regularly and using the information to inform their planning. The quality of teachers' marking is exceptional. Not only are comments encouraging but helpful pointers are given on how to improve. The neatness and clarity of the marking are an excellent example to pupils on how to present their written work. Teachers ensure that all pupils have an active part to play in lessons and that work is suitably demanding. Not only do teaching assistants and helpers work effectively to support those pupils who struggle, they play a vital role in providing more challenging work for those who are quick to learn. Questioning is used well to test understanding and to get pupils to reflect further and talk about their work at length. More could be done, however, to use questioning to encourage less confident pupils to contribute to class discussions.

The school is exceptionally well led and managed. The headteacher, ably supported by a skilled deputy, has been instrumental in securing significant improvements since the previous inspection. This is particularly apparent in the rigour of the school's tracking of pupils' progress and the quick and effective measures taken when weaknesses are uncovered. She is well supported by an experienced and committed deputy headteacher, senior staff and teachers who work hard to ensure that every pupil has the opportunity to reach their potential. There is a sense of unity and common purpose about the school and morale is high. Self-evaluation is accurate and appropriate priorities are in place to take the school forward. Excellent use is made of performance targets to raise standards further. Rigorous monitoring of provision and evaluation of its impact on pupils' progress characterises the very effective subject leadership. Governors are knowledgeable and closely involved in the life of the school. They play their part in asking the right questions and in forward planning. The school has an excellent capacity to improve on what has already been achieved.

Effectiveness of the Foundation Stage

Grade: 1

The quality of provision and the standards reached are excellent. Attainment on entry to the Reception Year is similar to that expected of most children of that age. They settle quickly because of close liaison with the pre-school providers and the strong links with parents and carers. Children form very good relationships with each other and with adults and are keen to learn. Learning activities are matched closely to children's needs and interests and strike the right balance between directed and child-initiated activities. As a result they soon develop high levels of confidence and independence. An excellent personal, social and health education programme provides effectively for their well-being. The outdoor play area caters exceptionally well for all areas of learning as well as giving children opportunities for independent and creative activities. The excellent leadership of the Foundation Stage has created a caring and welcoming environment in which children flourish. This results in all children meeting their learning targets by the time they enter Year 1 and many exceeding them. They are very well prepared for this next stage of their education.

What the school should do to improve further

- There are no significant areas for improvement apart from those already identified in the school's development plan.

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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?	1
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	1
The capacity to make any necessary improvements	1

Achievement and standards

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

Personal development and well-being

How good is the overall personal development and well-being of the learners?	1
The extent of learners' spiritual, moral, social and cultural development	1
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	1
How well learners enjoy their education	1
The attendance of learners	1
The behaviour of learners	1
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	1

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	1
How well do the curriculum and other activities meet the range of needs and interests of learners?	1
How well are learners cared for, guided and supported?	1

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?	1
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively leaders and managers use challenging targets to raise standards	1
The effectiveness of the school's self-evaluation	1
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1
How effectively and efficiently resources, including staff, are deployed to achieve value for money	1
The extent to which governors and other supervisory boards discharge their responsibilities	1
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

16 June 2007

Dear Pupils

Inspection of Red Rose Primary School, County Durham, DH3 3NA

Thank you for the warm welcome I received when I inspected your school. I enjoyed the day I spent with you and only wish I had had more time to see all the interesting things you are doing in your lessons and in the after school activities. I was impressed by the high quality of your work and the way it is displayed in classrooms and around the school. Please thank your parents for sending me their views on how well you are doing. I agree with them that yours is an outstanding school where you make excellent progress because of the level of care and support you receive.

The standard of your work is much better than in most primary schools and this is because you, your teachers and the assistants work so hard. You take great pride in that work as I saw when I looked at your books. The work is beautifully presented and your teachers write helpful comments to show you how to improve. You have excellent basic skills in literacy and numeracy but also a very good understanding of all subjects. For example, the Year 5 lesson I saw on the slave trade impressed me with your knowledge of the way people lived and behaved in the past and the reasons why they did the things they did.

Your behaviour is excellent and you show concern for each other and those less fortunate than yourselves. You told me that there is never any bullying in your school and that everyone is helpful and kind. I saw many instances of you working well together but you also have the ability to work independently and find out things for yourselves. There are many visitors to your school to help you understand the world around you and you spoke enthusiastically about the trips away. You learn a great deal from those experiences and they do much to give you confidence as well as helping you with your work.

You and your teachers know the things that have to be done to make your school even better and I know you will continue to do your very best. It's not long now to the summer holidays and I hope you all have an enjoyable and well deserved break. I send you my best wishes for the future, particularly those of you who will be going on to secondary school in September.

Yours sincerely

Brian Dower

Lead inspector