

# Redby Primary School

## Inspection report

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<b>Unique Reference Number</b>	108831
<b>Local Authority</b>	Sunderland
<b>Inspection number</b>	337164
<b>Inspection dates</b>	21–22 April 2010
<b>Reporting inspector</b>	Clive Petts

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	429
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr A Winlow
<b>Headteacher</b>	Mrs Val Shield
<b>Date of previous school inspection</b>	19 April 2007
<b>School address</b>	Fulwell Road Sunderland Tyne and Wear SR6 9QP
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## Introduction

This inspection was carried out by four additional inspectors. Over half of the inspection time was focussed on pupils' learning. Inspectors visited 21 lessons and observed nearly all teachers. They held meetings with the Chair of the Governing Body, staff and groups of pupils. Inspectors analysed 214 questionnaire responses from parents and carers and looked at questionnaires from staff and pupils. They also looked at development plans, pupils' progress data, documents relating to the safeguarding of pupils, school policies and procedures, scrutinised pupils' current and past work and spoke to the School Improvement Partner to discuss his reports.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the current achievement, patterns of progress and attainment for all groups of pupils, including those with special educational needs and/or disabilities and those older, more-able and talented
- the effectiveness of Early Years Foundation Stage and its impact on the progress that children make
- the effectiveness of leadership and management in building the capacity to secure and sustain improvements in the consistency and quality of teaching and learning in order to accelerate the rate of progress.

## Information about the school

Redby is a much larger than average school. Nearly all pupils are from a White British background with very few who speak English as an additional language. A below average proportion of pupils is entitled to a free school meal. An average number of pupils have special educational needs and/or disabilities and the number of pupils with a statement of special educational needs is lower than the average. The Early Years Foundation Stage consists of a Nursery with 52 places and two Reception classes with all pupils taught in a mixed age setting. The school has achieved the Investors in People status and Eco School Silver awards.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**2**

**The school's capacity for sustained improvement**

**2**

## Main findings

Redby is a good school. It is improving and cares for its pupils exceptionally well. At the heart of the school's steady improvement since the last inspection has been the imagination and drive of the headteacher. Parents are overwhelmingly positive in their support and particularly appreciate the high levels of enjoyment their children get from life in school and the fact that their children are kept safe. One parent's comment: 'I am confident my child is safe' sums up the views of many.

By the time pupils reach Year 6 standards are broadly average. This represents good progress overall from starting points that are well below what is typical for their age, but progress rates are occasionally inconsistent and less rapid in the Early Years Foundation Stage. Pupils with special educational needs and/or disabilities make good, and sometimes very good, progress. Successful action has been taken to ensure that more-able pupils achieve higher levels consistently, especially in mathematics. Most teaching is good with some inspiring teaching seen. The use of assessment information is good overall, but in a small number of lessons the information is not used consistently to match tasks to individual needs. There remains scope to use systematic observation and accurate assessment information to inform planning and boost the rate of progress in the Early Years Foundation Stage.

The school has successfully developed a positive climate for learning based on mutual respect and trust. Consequently, behaviour in the classrooms and playground is good with older pupils demonstrating some exemplary attitudes. Pupils demonstrate an excellent grasp of how to keep healthy and fit. Above average attendance reflects their enjoyment of school life. An imaginative curriculum provides for pupils' personal development really well, but there is scope for extending opportunities to inspire thinking and apply their skills even more. Opportunities for younger children to initiate and manage their own learning are limited.

Senior leaders have an accurate view of the school's main strengths and areas for further development. However, evaluation of the impact of their actions to improve the quality of learning is sometimes insufficiently rigorous to ensure consistently good or better practice. Excellent links with the local community, other schools and support agencies help to boost achievement. Governors are totally committed to providing the best quality of education for pupils. Staff have reacted positively to the changes that are taking place to bring about further improvements in provision. There is an excellent range of methods, including text messaging and an interactive website, to keep parents informed about their children's development. The positive impact of the initiatives and approaches adopted shows that the school has a good capacity to continue to improve.

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## What does the school need to do to improve further?

- Sharpen the school's evaluation in order to achieve greater consistency in the quality of learning, to accelerate progress and to boost attainment, by:
  - consistently using the information gained from checks on pupils' progress in order to ensure that all pupils are challenged
  - sharing the inspiring and exciting practice that exists in the school
  - providing more opportunities in lessons for pupils to develop and apply their skills.
- Quicken the rate of children's progress in Early Years Foundation Stage, by:
  - developing more accurate and analytical approaches to evaluate the quality and impact of all learning
  - making certain there is a regular, systematic and accurate observation and assessment of children's learning
  - enriching the environment to improve the quality of child-initiated learning
  - providing the children with the confidence and skills to plan their own learning so that they can find out more things for themselves.

## Outcomes for individuals and groups of pupils

**2**

Pupils have a positive attitude to learning, achieve well and enjoy their lessons. When activities are inspiring, for example, when the teacher dressed in a costume and played the role of the witch, pupils respond really well to thought provoking, open-ended questions. Yet, rates of progress are inconsistent when activities are less imaginative and active. Overall, pupils make good progress from their starting points with a year-on-year rise in standards to match the national averages by the end of Year 6. The number of pupils reaching the higher levels is rising to average levels but the work in books demonstrates that there is room to make even more demands of pupils. Pupils with special educational needs and/or disabilities make good and sometimes better progress because their needs are accurately identified and classroom support is effective. The imaginative curriculum ensures that pupils develop a broad range of skills, for example, managing their own bank and the Redby Healthy Eating Company. Their good spiritual, moral, social and cultural development is evident in the respect and consideration they show to each other and to the staff.

Behaviour is good with older pupils displaying considerate attitudes in lessons. Pupils confidently report that they feel safe and value the calm fashion in which staff deal with any problems. They really do know the importance of adopting a healthy diet and joining in the varied activities that help them keep fit. They are keen to take responsibility, such as being a member of the school council or the eco-team. Older pupils are actively managing Redby Radio, interviewing visitors to keep the whole school informed. This all prepares them extremely well for their next stage of learning.

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*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>1</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>2</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	2
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

## How effective is the provision?

Teaching is good and the staff know the pupils well. Most lessons are lively and teachers have high expectations of pupils' attitudes and behaviour. Secure subject knowledge and skilled use of technology helps capture pupils' interests. Probing questions encourage pupils to think logically and explain their views and ideas. In those lessons where progress is inconsistent, the pace is slower and tasks are not sufficiently active or engaging. Pupils are not always pushed enough to apply their skills and to think for themselves. Good assessment systems ensure that progress is regularly checked but the information is not always consistently used to identify when challenge needs to be increased. Written feedback in pupils' exercise books is helpful and constructive.

The curriculum is enriched by a broad range of creative and technological activities, for example, film making, with pupils using a range of digital media to 'open their minds'. Pupils' experiences and personal development are enhanced by a varied programme of visits and visitors. Although the curriculum provides good opportunities to practice their literacy and numeracy skills, not all lessons provide pupils with sufficient opportunities to apply these skills to solve taxing problems.

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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Care, guidance and support are outstanding and this enables pupils of all backgrounds to achieve success. Those who are vulnerable or those from challenging circumstances are provided with effective personalised support and intervention, for example, in the nurture group. All pupils have a strong sense of belonging. Excellent use is made of support agencies and the procedures to help pupils with the transition to secondary school are very effective.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	2
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

**How effective are leadership and management?**

The headteacher provides clear leadership, is well-respected by pupils, parents and carers and is the driving force in the school. She has been central to the year-on-year improvement. Excellent relationships with parents and carers, the local community, support agencies and other local schools make a valuable contribution in the drive to further raise pupils' achievement. The staff are fully committed to the high aspirations that have been established. The skills of talented subject leaders are being systematically fostered to strengthen the school's capacity to improve. The school has been successful in using assessment increasingly effectively to tackle pockets of underachievement, although it recognises there is more to do. Governors are very aware of the school's strengths and share the determination of the headteacher to tackle areas for development. Self-evaluation accurately identifies strengths, but systems to evaluate the impact of the school's work are not sufficiently rigorous to ensure more consistently good or outstanding practice, for example, in Early Years Foundation Stage.

Safeguarding requirements are met and ensure the safety of pupils and adults. Child protection procedures are especially robust and evident in the high quality of care. The pattern of rising achievement and attainment for pupils confirms the school's commitment to equal opportunities. The school contributes well to community cohesion with provision carefully considered. This includes plans to further broaden experiences in order to increase pupils' understanding of other cultures and beliefs.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2

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Please turn to the glossary for a description of the grades and inspection terms

<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>2</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>1</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>1</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

**Early Years Foundation Stage**

Children's skills and experience when they enter Nursery are below the expectation for their age. This is particularly apparent in their communication and calculating skills. They settle quickly and confidently, soon making progress in the development of their personal skills and in their increasing independence, as a result of the inclusive care and support they receive. There are very positive links with parents and carers which enable them to support their children's learning. Children behave well and show a growing awareness of the needs and feelings of others. They are encouraged to think for themselves, but they are not given sufficient opportunities and stimulation to plan and instigate their own learning. Despite some exciting opportunities to learn; for example, watching the two, then three, four and five chicks hatch, curiosity and investigative skills are not consistently developed. The very recently refurbished outdoor area provides high quality facilities, but activities to promote exploration and investigation are not fully developed.

Monitoring of focussed tasks is competently undertaken with observations and assessments detailed in the 'learning journey' files but these are not systematic or sufficiently evaluative and accurate. Although sessions using sounds and letters are regular and discrete, they do not provide seamless development from hearing, to seeing, saying and then writing. Overall, children make satisfactory progress from their starting points with over half working towards the goals expected of them for their age by the end of Reception. The provision is competently led and managed with staff working hard as a team. Self-evaluation is accurate, but does not always have sufficient rigour to ensure that actions taken to improve provision are having the intended impact on the rate of progress and achievement.



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*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>3</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

## **Views of parents and carers**

Over one half of parents and carers returned the questionnaire outlining their views of the school. The overwhelming majority of those were positive about all aspects of its work. Inspectors agree with the positive views expressed overall. Parents and carers might find it helpful to know that in relation to the very few concerns received, inspectors found that these issues were being effectively addressed and managed by the school.

### Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Redby Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 214 completed questionnaires by the end of the on-site inspection. In total, there are 429 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	100	47	110	51	3	1	1	0
The school keeps my child safe	123	57	89	42	2	1	0	0
The school informs me about my child's progress	80	37	116	54	10	5	2	1
My child is making enough progress at this school	74	35	115	54	24	11	0	0
The teaching is good at this school	81	38	119	56	7	3	0	0
The school helps me to support my child's learning	77	36	117	55	16	7	1	0
The school helps my child to have a healthy lifestyle	83	39	124	58	6	3	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	61	29	131	61	14	7	0	0
The school meets my child's particular needs	73	34	124	58	13	6	0	0
The school deals effectively with unacceptable behaviour	59	28	129	60	17	8	6	3
The school takes account of my suggestions and concerns	60	28	130	61	15	7	0	0
The school is led and managed effectively	77	36	124	58	7	3	1	0
Overall, I am happy with my child's experience at this school	90	42	108	50	13	6	2	1

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above is for the period 1 September to 31 December 2009 and is the most recently published data available (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



24 April 2010

Dear Pupils

Inspection of Redby Primary School, Sunderland, SR6 9QP

I want to thank you all for the extremely friendly welcome that you gave to me and my colleagues when we visited your school. We really enjoyed our time with you.

We were impressed by your good behaviour, both in classrooms and in the playground. Redby is a good and improving school and your staff take exceptional care of you. You obviously feel very safe because of this. You certainly understand how to lead a healthy lifestyle and are proud of Radio Redby, your own radio station. Many of you told us that your teachers make your learning interesting. You make good progress in your work and clearly enjoy your lessons especially when subjects are linked together in a 'fun way'. Excellent use is made of the many links the school has with the local community, the help agencies, other schools and your parents.

We have asked your headteacher, staff and governors to look at ways of improving the quality of your learning by making more learning 'fun' and making sure that there are more opportunities for you to apply your skills. This will help you make progress at faster rate.

Children in the Early Years Foundation Stage settle well into your school. They enjoy the activities provided for them and they work at a satisfactory pace. We have asked the school to quicken their rate of progress by carefully observing and assessing what they can do and providing more exciting things to do. This will mean that they can find out more things for themselves.

You can play your part by continuing to work as hard as you can. Thank you for helping with this inspection. I hope the school will continue to improve.

We wish you the best of luck for your future.

Yours sincerely

Clive Petts

Lead inspector

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