

# Redesdale Primary School

## Inspection report

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<b>Unique Reference Number</b>	108599
<b>Local Authority</b>	North Tyneside
<b>Inspection number</b>	356390
<b>Inspection dates</b>	7–8 March 2011
<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>	269
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Peter Thorp
<b>Headteacher</b>	Mrs Alison Nicholson
<b>Date of previous school inspection</b>	11 June 2008
<b>School address</b>	Wiltshire Drive Wallsend Tyne and Wear NE28 8TS
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## Introduction

This inspection was carried out by three additional inspectors. They observed teaching and learning in 18 lessons and observed 11 class teachers. They held meetings with representatives of the governing body, staff and groups of pupils, analysed 89 questionnaire responses from parents and carers and looked at questionnaires from pupils. The inspectors also looked at development plans, pupils' progress and attainment data, documents relating to the safeguarding of pupils, school policies and procedures, scrutinised pupils' current and past work, reports from the School Improvement Partner and spoke to a local authority officer.

The inspectors reviewed many aspects of the school's work and looked in detail at a number of key areas.

- The quality of teaching and learning and its effectiveness in accelerating pupils' progress and raising achievement for all pupils in Years 1 to 6, particularly those more-able pupils and in mathematics.
- How well pupils behave and their levels of engagement and attitudes to learning.
- The effectiveness of the Early Years Foundation Stage provision in enabling children to make good progress.
- The extent to which senior and middle leaders are demonstrating the capacity to bring about significant improvement and sustain a pattern of accelerating progress and rising achievement and attainment.

## Information about the school

This is a larger-than-average-size school. Most pupils are of White British heritage and few pupils speak English as an additional language. The proportion known to be eligible for free school meals is below average. The percentage of pupils with special educational needs and/or disabilities is below average, although the proportion with a statement of special educational needs is close to twice the average. Typically, one third of children enter nursery with no pre-school experience. The school has gained the Artsmark Gold, Investors in People and International School awards. In September 2010, the school became a foundation school, part of the North Tyneside Learning Trust. It is also part of a soft federation of local schools. The on-site Redesdale Out of School Club, not managed by the governing body, is subject to a separate inspection and will receive its own inspection report.

**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?**

**3**

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

**3**

## Main findings

Redesdale is a satisfactory and improving school, because positive steps have been taken since the previous inspection to tackle underachievement. However, the full impact in external tests and assessments has yet to be seen. Parents and carers particularly appreciate that the school keeps their children safe, although a small minority do express some concerns about the effectiveness of dealing with inappropriate behaviour. Pupils feel valued and most enjoy school life, which is reflected by their above-average attendance.

Most children enter nursery with skills below those typical for their age. Although children make good progress in Nursery and Reception classes, progress in Years 1 to 6 is satisfactory. By the end of Year 6, attainment is broadly average, though mathematical skills are less well developed. Even though pupils' progress is satisfactory overall, it is uneven because, for example, the work presented to more-able pupils is not always sufficiently challenging which hinders their progress. Consequently, too few pupils achieve the higher levels in both English and mathematics. Those pupils with special educational needs and/or disabilities and those who speak English as an additional language also make satisfactory, although on occasions faster, progress. The positive action taken by the school to tackle underachievement is clearly improving the quality of learning, which is satisfactory. Expectations of what pupils can achieve are rising, but are not yet high enough to rapidly accelerate progress in Years 1 to 6. Some good teaching was observed, especially when demands were challenging and activities stimulating. As a result, progress is good in these lessons and pupils' enjoyment of their learning evident. When progress is satisfactory, the use of assessment data to shape and enliven activities to match individual abilities and pinpoint exactly how pupils could improve, is not sharp enough.

Many aspects of the pupils' personal development are good, because the school takes good care of everyone. Although examples of considerate and sensible behaviour were observed, there are occasions when minor disruption impedes the pace of learning. Pupils are provided with a good range of opportunities to think about the diversity that exists in the world and happily participate in local events, such as the harvest festival collection for the nearby peoples' centre.

The headteacher's aspirations for the school are shared by a committed staff. She is ably supported by an increasingly pro-active governing body. Self-review judgements are broadly accurate, but the evaluation of the impact of the actions taken to improve the quality of learning is not rigorous enough to ensure a swift rate of improvement. Good use is made of local collaborative arrangements to improve the quality of intervention and support and raise achievement. Middle leaders are increasingly aware of what can be expected from pupils. Positive links with parents and carers enable them to support their children's learning well. Together, this is bolstering the sense of purpose and strengthening the capacity to improve, which is satisfactory.

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Up to 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

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

- Accelerate pupils' progress, boost achievement and raise attainment in Years 1 to 6, especially in mathematics, by:
  - raising expectations amongst all staff of what pupils can achieve
- increasing the level and consistency of challenge in their learning
  - providing more-able pupils with activities which are closely tailored to their needs, abilities and interests to fully exploit their skills.
- Increase the proportion of good and inspiring teaching by:
  - ensuring that any low-level disruption by pupils does not disrupt routines, waste time and inhibit the rate of progress in lessons
  - making sure assessment information is consistently used to detail exactly how pupils can improve their work
  - ensuring there is a variety of activities and experiences in all lessons to enliven learning
  - sharpening evaluation by managers to ensure that all actions taken to improve the quality of learning have the intended impact.

## Outcomes for individuals and groups of pupils

**3**

Pupils' progress and their achievement are satisfactory to reach broadly average attainment by the end of Year 6, from their broadly average Year 1 starting points. Initiatives to raise achievement have resulted in rising attainment, but rates of progress vary across subjects and ability groups. In lessons, writing skill is improving because interesting themes stimulate thinking, which require pupils to provide description or explanation. Improvements in mathematics are more modest, because opportunities for pupils to apply their skills are not exploited enough. The proportion of pupils achieving the higher levels in both English and mathematics is below national expectations, although current monitoring by the school shows there is a narrowing of the gap with national averages in Year 6. Pupils with special educational needs and/or disabilities sometimes make faster progress than their classmates, especially when intervention work is inspiring. Those who speak English as an additional language also make satisfactory progress, settling well into school life and playing a full part in all activities.

Spiritual, moral, social and cultural development is good and provides a positive focus on personal development. Pupils display a good grasp of the benefits of eating healthily and keeping fit. They enjoy their role helping the school to improve and taking on responsibility, such as acting as an office assistant. Older pupils display considerate attitudes towards each other, but there are occasions when it takes them a little too much time to settle, be ready to work and follow routines. Pupils are confident sharing a concern with staff and report that prompt action is taken to deal with any worries they may have.

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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>3</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>3</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</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>3</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>

<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

## How effective is the provision?

The quality of teaching and learning is satisfactory, but with examples of good teaching seen. When learning is made more interesting and staff expectations of what pupils can achieve are high, assessment information is used effectively to shape activities to stretch pupils' thinking and provide clear guidance for improvement. Added to the good use of open-ended questioning, pupils' understanding is enhanced and independent learning skills extended. In lessons when progress is slower, activities are sometimes mundane and the learning lacks essential variety and pace. This sometimes results in pupils drifting off task and becoming restless. Intervention and support promote confidence well, although they do not always continuously consolidate and improve understanding. The exception is when the school effectively uses the expertise from the local school's collaborative arrangement.

The satisfactory curriculum is developing opportunities to link subjects together in interesting ways, for example using the nearby Beamish outdoor Museum to stimulate pupils' writing. Not all opportunities are taken to enable pupils to apply their skills, such as using their mathematical skills in all subjects. The residential experience, together with the school's international links and a programme of visits and visitors, gives the pupils an insight into the diverse world in which they live.

The good care, support and guidance ensure that all pupils have the chance to achieve, including those whose circumstances make them potentially vulnerable. Good links with

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external agencies and specialist support, for example providing bi-lingual help, ensures that pupils develop their language and thinking effectively. The high quality of the provision also makes a significant contribution to pupils' above-average attendance.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>3</b>
Taking into account: The use of assessment to support learning	3
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>3</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

## How effective are leadership and management?

The headteacher has a clear view of how to help pupils to become well-rounded and self-assured individuals. Past underachievement and variations in the rates of progress are being positively tackled. Middle leadership has been strengthened and is raising aspirations and improving the breadth and quality of learning. Development planning correctly identifies priorities to tackle weaknesses, although systematic evaluation of the impact of actions taken lacks sharpness. Systems to check pupils' progress are robust, but the information is not always analysed rigorously enough to ensure best practice becomes firmly embedded in all lessons. Relationships with parents and carers are good and they are progressively more involved in their children's learning and development. Good partnerships with local schools, with a common approach to tackling underachievement, are having a very positive impact on the quality of intervention and support. The governing body is committed and supportive and increasingly pro-active, holding the school to account in positive ways.

Good safeguarding procedures ensure that all requirements are met with good practice across all areas. They include integrating safe practice skills into pupils' learning, to ensure pupils know how to keep themselves safe. The happy atmosphere and the absence of discrimination, illustrates the commitment to ensuring all pupils are involved. However, senior leaders do recognise that pupils could achieve more to improve attainment. Consequently, the promotion of equality of opportunity is only satisfactory. Community cohesion is promoted well by providing pupils with good experiences of the local and wider community. Good links with schools in Africa give pupils an insight into global diversity in beliefs and cultures.

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*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>3</b>
Taking into account: The leadership and management of teaching and learning	3
<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>3</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>3</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>3</b>

## Early Years Foundation Stage

Most children enter nursery with skills below those expected for their age. Speech and language are sometimes a particular weakness. Typically, close to one third have no pre-school experience and a few have English as an additional language. Children settle quickly to make good progress as they work towards the goals expected of them for their age. By the time they reach Year 1, skills are broadly average. Children are well looked after and they receive good guidance and support. Consequently, they enjoy positive relationships with adults and each other. Welfare requirements are exceeded in the vibrant, welcoming environment. Staff place much emphasis on developing early confidence and independence, for example, by encouraging children to extend their coordination skills and balance on an inclined wooden beam.

Whether they are outdoors or indoors, children are happy to initiate their own learning, such as when shaping moulding clay in the form of a parrot's head, before adding coloured feathers and glass eyes. Adults follow learning well, constantly prompting and questioning to trigger children's curiosity and thinking. Good opportunities are provided for children to explore and investigate for themselves. Learning is made enjoyable and lively, such as when Percy the parrot helps children practise their sounds and letters. Regular observations and accurate assessments of children's development are well recorded in their learning journals. Home-school books include many helpful contributions from parents and carers, who are eager to add to their children's learning. Good leaders and managers are thoughtful, reflective and determined to continue to move forward.

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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>2</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

## Views of parents and carers

Close to one third of parents and carers returned the questionnaire which expressed their views of the school. This is broadly in line with the national average level of returns. A very large majority of parents and carers speak highly of how well the school keeps their children safe and the opportunities provided for them to support their children's learning. Inspectors entirely endorse these views. A small minority of parents and carers expressed concerns about how effectively the school deals with unacceptable behaviour. The inspectors observed behaviour in lessons and around the school, examined behavioural records and held discussions with staff and pupils. Inspectors found that there are some examples of low-level disruption which can waste time and can disrupt school routines, but they are also of the view that behaviour is satisfactory overall and that in some lessons, good behaviour makes a positive contribution to good learning.

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

Ofsted invited all the registered parents and carers of pupils registered at Redesdale 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 89 completed questionnaires by the end of the on-site inspection. In total, there are 269 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	35	39	46	52	8	9	0	0
The school keeps my child safe	55	62	32	36	2	2	0	0
My school informs me about my child's progress	26	29	59	66	4	4	0	0
My child is making enough progress at this school	28	31	58	65	3	3	0	0
The teaching is good at this school	34	38	53	60	0	0	0	0
The school helps me to support my child's learning	32	36	53	60	1	1	2	2
The school helps my child to have a healthy lifestyle	29	33	56	63	3	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)	22	25	56	63	3	3	0	0
The school meets my child's particular needs	32	36	50	56	4	4	0	0
The school deals effectively with unacceptable behaviour	21	24	46	52	16	18	3	3
The school takes account of my suggestions and concerns	23	26	47	53	10	11	0	0
The school is led and managed effectively	27	30	51	57	3	3	0	0
Overall, I am happy with my child's experience at this school	40	45	41	46	6	7	0	0

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 all 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	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

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 are for the period 1 September 2009 to 31 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2009/10 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.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

## 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 pupils' 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.**



9 March 2011

Dear Pupils

**Inspection of Redesdale Primary School, Wallsend, NE28 8TS**

I want to thank you all for the friendly welcome that you gave the inspectors when we visited your school. We really enjoyed our time talking to you all.

Redesdale is a satisfactory and improving school which has a number of good features. We were pleased by the good care provided for you. You obviously feel safe and confident because of this. You understand the benefits of keeping fit and eating healthily. The positive links the staff enjoy with your parents and carers add much to your learning. Some of you told us that your teachers make your learning interesting. Your school is taking positive action to improve, such as improving your writing and using the expertise of local schools to provide extra support in your learning. As a result, your attainment by the end of Year 6 is rising.

We have asked your headteacher, staff and the governing body to look at more ways of making sure your school improves more rapidly, so that you can make faster progress. We have asked them to regularly check the quality of your learning to make sure you do as well as you can. We want staff to expect more of you in lessons and to make your work harder, so that more of you can reach higher levels. For example, we have asked them to make sure that you use your mathematical skills more frequently, so that your skills improve faster. We have asked that the school makes more of your lessons challenging and interesting and give you extra help to improve your work. In addition, we have asked that all staff ensure that you listen more carefully to instructions and follow school routines more closely, so that less time is wasted, especially in lessons.

You can play your part by working hard, listening carefully to all the advice staff give you and continuing to attend regularly. Thank you for helping with this inspection.

Best wishes for your future.

Yours sincerely

Clive Petts

Lead inspector

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