

# Rickleton Primary School

## Inspection report

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<b>Unique Reference Number</b>	108818
<b>Local Authority</b>	Sunderland
<b>Inspection number</b>	337158
<b>Inspection dates</b>	28–29 January 2010
<b>Reporting inspector</b>	Ann Wallis

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>	436
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Ruth Foster
<b>Headteacher</b>	Mrs Christine Curtis
<b>Date of previous school inspection</b>	Not previously inspected
<b>School address</b>	Vigo Lane Washington Tyne and Wear NE38 9EZ
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<b>Email address</b>	rickleton.primary@schools.sunderland.gov.uk

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## Introduction

This inspection was carried out by four additional inspectors. The inspectors spent 85% of their time looking at learning, visited 18 lessons and part-lessons and observed 15 different teachers. They held meetings with governors, staff and groups of pupils. They observed the school's work, and looked at the school improvement plan, pupils' books, assessment and tracking data and other documentation. Inspectors also analysed responses to questionnaires from 84 parents and carers, 27 staff and 100 pupils.

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

- whether the quality of aspects of pupils' personal development and of the care, guidance and support they receive are strengths of the school
- the rate of pupils' progress across all subjects
- how well assessment is used to accelerate pupils' progress
- the effectiveness of leaders and managers at all levels in embedding ambition and driving improvement.

## Information about the school

This school is well above average size. Most pupils are White British and few speak English as an additional language. An average proportion of pupils are entitled to free school meals. The proportion of pupils with learning difficulties and/or disabilities is average. The school has gained the Artsmark, Activemark, ICT mark and Healthy Schools awards. Provision for the Early Years Foundation Stage is in one Nursery and two Reception classes.

The on-site provision for childcare, 'Rickleton Kids' Club', is not managed by the governing body. It was inspected separately 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?**

**2**

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

**2**

### Main findings

This is a good school with outstanding features where pupils reach above average standards and achieve well. The school is exceptionally well led by the headteacher and senior leaders who communicate an ambitious vision for the school with clarity. The school's promotion of equality of opportunity is outstanding. Hence all groups of staff and pupils feel valued and morale is high. Leaders and managers at all levels are continually evaluating their work rigorously and accurately and striving for further improvement. Since the last inspection the marking of pupils' work is much more consistent and helpful and access to the outdoor provision for Reception children is now good. Given this good track record of successfully addressing areas for improvement, the school has good capacity to improve further.

From broadly average starting points when they enter the Nursery, pupils make consistently good progress as they move through the school and their attainment is above average when they leave Year 6. The quality of teaching ranges from satisfactory to outstanding. Most teaching is good. Teachers are highly skilled at assessing pupils' work, tracking their progress and using results of assessments to plan the next steps in pupils' learning. Teachers know the pupils very well and work is carefully pitched to suit the needs of individuals. The curriculum is good. In order to raise achievement even higher across all subjects, the school now recognises, and inspectors agree, that there is a need to refine and develop the curriculum further. Planned improvements include a greater focus on community cohesion which whilst good overall does not currently permeate the curriculum as fully as it could. .

Pupils also are exceptionally well informed about how to stay healthy. They have an outstanding awareness of how to keep safe. Large numbers of them really enjoy taking responsibility and make an outstanding contribution to the school and the local community.

Despite the school's exhaustive efforts to improve attendance, this remains average; partly because parents and carers take their children out of school for holidays. Too many pupils also arrive late for school.

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

- Raise achievement further by:
  - developing a more creative curriculum which offers pupils an even wider range of opportunities to develop their literacy, numeracy and personal skills across a range of linked subjects

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- continuing to work with parents and carers to help them ensure that their children attend school regularly and arrive on time.
- Further promote community cohesion by implementing its innovative plans to make this a greater focus in the curriculum.

**Outcomes for individuals and groups of pupils**

**2**

Pupils are keen to learn and most listen attentively and work hard. These attitudes, combined with the good teaching they receive, explain why pupils make good progress in lessons. Work in their books and the school's own meticulous tracking data confirm that pupils are achieving well and are on track to reach the challenging targets the school has set for them. In 2009 Year 6 pupils achieved above average standards in the national tests in English, mathematics and science, and school targets were met. Pupils with special educational needs and/or disabilities achieve as well as their peers because they receive good individual support from teachers and teaching assistants.

Pupils' good spiritual, moral, social and cultural development means that they are tolerant and respectful towards each other and behave well. They are particularly knowledgeable about how to stay safe and healthy. Pupils take part in a wide variety of sporting activities and a large group were seen to be particularly enthusiastic as they practised their dance routines after school. Pupils really enjoy contributing to their school community in an extensive range of ways, such as acting as buddies, information and communication technology tutors, sports leaders, fundraisers and members of the school council. They even helped to design a local park, thus contributing to the wider community. Attendance, which is no better than average, and a lack of punctuality by some pupils, are both areas to improve.

*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>	2
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>1</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>1</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.

<b>Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate</b> Please turn to the glossary for a description of the grades and inspection terms	
<b>The extent to which pupils contribute to the school and wider community</b>	<b>1</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b> Taking into account: Pupils' attendance <sup>1</sup>	<b>2</b>
	<b>3</b>
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

## How effective is the provision?

Teaching is good. In some lessons it is outstanding and, when it is, pupils make rapid progress. Teachers know pupils' learning needs well because their use of assessment is outstanding and they track pupils' progress very carefully. This leads to detailed, comprehensive lesson planning, which recognises the needs of individuals and groups of pupils. Teachers then provide a variety of interesting, enjoyable and challenging activities, which are well matched to pupils' requirements. Teachers use interactive whiteboards well to bring learning to life and develop pupils' information and technology skills further. In a very small number of less effective, although satisfactory, lessons teachers spend too much time talking and so a few pupils become restless and the pace of learning slows. Marking is consistently thorough, helpful and constructive across the school.

Pupils follow a broad curriculum which, overall, meets their needs well. However, leaders and managers recognise the need to update the curriculum. This is to make teaching of subjects other than English, mathematics and science more relevant and engaging. It is also aimed at introducing greater opportunities for pupils to develop their personal skills and to place increased emphasis on promoting community cohesion. A wide range of extra-curricular and enrichment activities involving sport, music, languages and art all add to pupils' enjoyment of learning.

The school provides outstanding care, guidance and support for all pupils and particularly those who are vulnerable or who have special educational needs and/or disabilities. Pupils, parents and carers are very appreciative of the support the school gives and several parents and carers commented on the excellent progress their children, who had additional learning needs, made at Rickleton. Staff know pupils' learning needs really well and, consequently, give them highly appropriate support and guidance.

*These are the grades for the quality of provision*

<b>The quality of teaching</b> Taking into account: The use of assessment to support learning	<b>2</b>
	<b>1</b>
<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>

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## How effective are leadership and management?

Leaders and managers are firmly focused on raising pupils' attainment and accelerating their progress further. Very detailed development plans identify suitable areas for improvement and there are clear expectations of the roles all staff will play in achieving the school's goals. Tracking systems for monitoring pupils' progress and analysing the results of tests and assessments are highly developed and staff make good use of these to support pupils' learning. All groups of pupils achieve equally well, which reflects the school's outstanding promotion of equal opportunities. Governance is good. Governors support and challenge the school well in equal measure. They and all staff are highly aware of their responsibilities to keep children safe. All safeguarding procedures are very robust, staff are well trained and excellent records are kept. The school promotes community cohesion well, particularly within the local community. However, it is keen to build upon this good provision by integrating it across more aspects of the curriculum so as to further promote pupils' engagement with a wider range of communities. Resources are managed well and the school provides good value for money.

*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
<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>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>1</b>
<b>The effectiveness of safeguarding procedures</b>	<b>1</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 enter Nursery with skills broadly in line with those expected for their age. They make a good start to their education in the Nursery class and, as a result of very good planning and transition procedures, this continues in the Reception class. By the time they enter Year 1 standards for some children are above expectations as a result of the

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good progress they have made. Staff know the children very well and have good relationships with parents and carers, who are given every opportunity to be involved in their children's learning. Leadership and management are good and very clear priorities have been identified for further development. Rigorous, ongoing assessments of children's progress underpin high-quality lesson planning and contribute to the excellent provision which the school provides for its youngest children. The adults work well as a team. They have very high expectations of behaviour and achievement. Teaching and learning are good and some teaching is outstanding. As a result, children develop well personally and engage enthusiastically with their learning. There is a highly appropriate mix of teacher-directed and child-initiated activities. The access to outside resources has been enhanced since the last inspection.

*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	1
The effectiveness of leadership and management of the Early Years Foundation Stage	2

**Views of parents and carers**

The large majority of parents and carers were overwhelmingly supportive of the school. Some wrote extensively about the excellent care, attention to safety and support the school gave their children and the good progress they were making. Inspectors agree with these views. A very few parents and carers felt the school did not listen to their concerns, that arrangements for collecting children were not well organised and that their children either received too much or too little homework. Inspectors found no evidence to support these claims.



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

Ofsted invited all the registered parents and carers of pupils registered at Rickleton 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 84 completed questionnaires by the end of the on-site inspection. In total, there are 436 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	36	43	39	46	3	4	2	2
The school keeps my child safe	50	60	28	33	2	2	4	5
The school informs me about my child's progress	31	37	41	49	9	11	1	1
My child is making enough progress at this school	37	44	38	45	7	8	1	1
The teaching is good at this school	36	43	40	48	3	4	1	1
The school helps me to support my child's learning	33	39	37	44	9	11	1	1
The school helps my child to have a healthy lifestyle	28	33	47	56	2	2	2	2
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)	32	38	38	45	2	2	1	1
The school meets my child's particular needs	31	37	43	51	6	7	1	1
The school deals effectively with unacceptable behaviour	31	37	40	48	5	6	5	6
The school takes account of my suggestions and concerns	27	32	41	49	10	12	4	5
The school is led and managed effectively	36	43	35	42	6	7	4	5
Overall, I am happy with my child's experience at this school	44	52	34	40	3	4	1	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 inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

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 were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

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.**



30 January 2010

Dear Pupils

Inspection of Rickleton Primary School, Washington, NE38 9EZ

Thank you for making us so welcome when we inspected your school last week. A particular thank you to those of you who took time to talk with us and tell us about all the good things happening in your school. We were particularly impressed with your mature behaviour, how well you contribute to your school community and how keen you are to learn.

These are some of the things we have said about your school in our report.

Yours is a good school where you make good progress and reach above average standards.

You behave well and make an outstanding contribution to your school community.

The care, guidance and support you are given are outstanding.

The teaching you receive, the curriculum you follow and the way your school is run are all good.

Children in the Nursery and Reception classes make a good start to their time in school.

This is what we have asked your school to do now.

Help you to achieve even more highly by:

- improving the curriculum you study
- continuing to work with your parents and carers to help them make sure that all of you attend school regularly and arrive on time.

Help you gain an even greater understanding of other communities through the improved curriculum your school is now designing.

You can help your school improve even further by attending regularly, making sure you get to school on time, behaving well and working with your teachers to achieve the very best you can.

Yours sincerely

Mrs Ann Wallis

Lead Inspector

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