

# Inspection of Richardson Dees Primary School

High Street East, Wallsend, Tyne and Wear NE28 7RT

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Inspection dates: 28 and 29 June 2022

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Early years provision	<b>Good</b>
Previous inspection grade	Good

## **What is it like to attend this school?**

Many pupils say that school is their favourite place. One pupil commented, 'I think of school as my home.' Pupils talk about having good friends. They say that everyone is made to feel welcome. Pupils appreciate the support that adults give them. They say that if you do not understand something, adults will always help.

Pupils feel safe. They know there is always an adult to talk to if they have a worry. Pupils have learned about the importance of healthy, positive relationships. They are tolerant, kind and thoughtful.

The way pupils behave is to be admired. They are respectful, polite and considerate. Classrooms are calm. Pupils can learn without being distracted by others. They take turns, listen to each other and know how to discuss and debate ideas. Pupils are articulate and confident to express their opinions.

Pupils understand there can be different types of bullying. They say it does not happen in school but that it would be addressed quickly if it did.

Staff expect the very best from pupils. They use the school's 'seven superpowers' to remind pupils what is needed to be a successful learner. 'Resilience, responsibility and collaboration' are three of the superpowers that shine brightly throughout the school.

## **What does the school do well and what does it need to do better?**

The school vision, 'Walking Tall' is more than words. It is a culture that is embedded in the fabric of the school. Leaders want pupils and staff to be proud of their school; they are. Senior leaders and governors are aspirational for the pupils. They understand the challenges that some pupils and families face. They are relentless in their efforts for everyone to be given the opportunity to thrive. There is a collective responsibility for success.

The pride pupils have for the school is reflected in pupils' behaviour. From Nursery to Year 6, pupils follow school rules. They know why they have rules and understand that certain behaviours are not acceptable. Children in early years quickly get used to routines. They respond immediately to adult instructions and demonstrate strong independent skills. Adults make sure that children are well prepared to move from Nursery to Reception Year and then on to Year 1.

Previously, leaders recognised that the curriculum needed to be improved. Pupils' achievement was not strong enough. Changes to the mathematics and reading curriculums have helped pupils improve their basic knowledge and skills. They are now able to apply this knowledge across other subjects such as history and music. The curriculum enables pupils to learn important vocabulary linked to specific subjects. They understand technical terms such as timbre, pitch, and ostinato in

music. The knowledge that pupils are developing gives them confidence. Teachers encourage pupils to talk, to be articulate and have a go. Pupils are resilient and achieving well.

There has been an increase in the number of pupils who start the school with English as an additional language. In addition to this, many pupils also have low levels of literacy. As a result, the reading curriculum has been prioritised. Children in the early years and pupils in key stage 1 receive daily, high-quality phonics sessions. All staff, including teaching assistants, have been trained and deliver the curriculum with precision, accuracy and enthusiasm. Pupils who are just learning to read can identify the sounds letters make. They can then join the sounds together to read short words accurately. Pupils who are further through the reading programme can identify syllables and read more complex words. However, some pupils are given books to read that are too difficult. This means that they struggle to read with fluency and enjoyment. They spend too long trying to work out how to read every word.

The school has a high number of pupils with special educational needs and/or disabilities (SEND). The curriculum for these pupils is ambitious and in line with their peers. Where adaptations are required, they are managed successfully and help pupils to achieve well. Teachers have received support with strategies to support pupils with SEND in class. If further help is required, pupils receive additional in-class support plus same-day catch up, either individually or in small groups. Leaders have also created a learning space called the 'Power Station.' This area is used to support pupils with SEND and other groups of pupils who may need further challenge or just some additional time to practise what they are learning.

Leaders are aware of the need to give pupils as many different experiences as possible. The curriculum includes local trips so pupils develop an understanding of where they live. Each class is linked to a scientist, with 'tweets' going backwards and forwards from pupils. Pupils are not only expanding their scientific knowledge but also learning how to communicate appropriately using social media. The school has close links with a secondary school in Newcastle so older pupils can work with the pupils in school. For example, older pupils read with pupils and have supported with art, craft and science projects. In personal, social and health education (PSHE) pupils learn about prejudice, what type of language is appropriate to use and an understanding that we are all different. Pupils' ability to discuss diversity and difference is strengthened by the quality of the PSHE curriculum.

Governance is a strength of the school. Governors hold leaders to account and challenge decisions. They have an excellent understanding of school priorities. They are fully involved in the life of the school. Through visits they are able to see how pupils are feeling and find out if decisions made by leaders are successful. They are supportive, analytical and evaluative. Whole school leadership is strengthened by the work governors carry out.

## Safeguarding

The arrangements for safeguarding are effective.

There are five designated safeguarding leads (DSL). This team is highly effective. They ensure that any incidents are discussed, investigated and recorded appropriately. Staff are vigilant. They know what signs of concern to look for, who to speak to and how to record information. Record keeping is thorough, clear and includes a full chronology of events and which agencies are involved.

DSLs will not take no for an answer. If they think external agencies need to do more, they will challenge and fight for what is right for pupils and families. Leaders are proactive in support for families. The recent appointment of a school nurse, half a day per week on site, offers increased health and well-being support in the community.

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

### (Information for the school and appropriate authority)

- The reading curriculum is well organised but not all books are matched to pupils' knowledge. This means that some pupils struggle to read fluently and with enjoyment. Leaders should ensure that assessment of reading is precise and accurate for all pupils and that the books that they access are matched to their ability.

## How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

## Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

## School details

<b>Unique reference number</b>	108596
<b>Local authority</b>	North Tyneside
<b>Inspection number</b>	10227190
<b>Type of school</b>	Primary
<b>School category</b>	Foundation
<b>Age range of pupils</b>	3 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	212
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Anne Parker
<b>Headteacher</b>	Wayne Myers
<b>Website</b>	<a href="http://www.richardson-dees.co.uk">www.richardson-dees.co.uk</a>
<b>Date of previous inspection</b>	10 April 2017, under section 8 of the Education Act 2005

## Information about this school

- The school uses one alternative provision.

## Information about this inspection

The inspectors carried out this inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors did deep dives in the following subjects: early reading, mathematics, history and music. Inspectors spoke to leaders about the curriculum and met with teachers from the lessons visited. Inspectors looked at pupils' work and spoke to pupils.
- Inspectors listened to a range of pupils read from different year groups.
- Inspectors met with the special educational needs coordinator, members of the governing body and a representative from the local authority.
- The lead inspector spoke to the provider for alternative provision.

- Inspectors looked at the single central record and spoke to leaders, teachers, governors, and pupils about safeguarding.
- Inspectors considered the responses made by parents to Parent View, Ofsted's online questionnaire, including any free-text responses. Inspectors also considered the responses to Ofsted's online staff questionnaire and responses to Ofsted's pupil survey.

### **Inspection team**

David Milligan, lead inspector

Her Majesty's Inspector

David Hodgkiss

Ofsted Inspector

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