

# Hylton Red House Primary School

## Inspection report

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<b>Unique Reference Number</b>	108824
<b>Local Authority</b>	Sunderland
<b>Inspection number</b>	309808
<b>Inspection dates</b>	24–25 June 2008
<b>Reporting inspector</b>	Linda Buller

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>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	377
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Denise Lepine
<b>Headteacher</b>	Mrs A Knapper
<b>Date of previous school inspection</b>	1 June 2004
<b>School address</b>	Rotherham Road Sunderland Tyne and Wear SR5 5QL
<b>Telephone number</b>	0191 5535580
<b>Fax number</b>	0191 5535580

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## Introduction

The inspection was carried out by three Additional Inspectors.

## Description of the school

This is a larger than average size school. The proportion of pupils eligible for free school meals is above the national average. An above average proportion of pupils is identified as having learning difficulties and/or disabilities. The school has an attached unit which provides places for pupils with language difficulties. Most pupils are from White British backgrounds. None of the small number of pupils from other minority ethnic groups is in the early stages of learning English as an additional language. The school was put in a category of concern by the local authority for leadership and management in January 2008. At the time of the inspection four members of staff were absent from the school as a result of illness, including the headteacher who has been absent for an extended period of time. A seconded headteacher has been supporting the work of the school since February 2008.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 4

In accordance with section 13 (3) of the Education Act 2005 Her Majesty's Chief Inspector is of the opinion that this school requires special measures because it is failing to give its pupils an acceptable standard of education and the persons responsible for leading, managing or governing the school are not demonstrating the capacity to secure the necessary improvement in the school.

The overall effectiveness of the school is inadequate as the education provided by the school is not meeting pupils' needs effectively. Standards in Years 1 to 6 are significantly below average and the achievement of pupils is inadequate. Standards improved in national assessments at the end of both key stages in 2007; however, this was from an exceptionally low base in 2006. The main reason why there is so much underachievement is that leadership and management, teaching and the curriculum are inadequate. Leaders and managers are developing an understanding of their roles and responsibilities and teachers are very receptive to the guidance which has been given towards improving the quality of their performance. There are some positive features which have resulted in an increase in the amount of consistently satisfactory teaching. However, these continue to be outweighed by too many significant weaknesses in the quality of the provision. Therefore the school does not currently provide satisfactory value for money.

The curriculum does not adequately meet the pupils' learning needs. Planning ensures that the full range of knowledge and skills are taught but they are too often taught in isolation. Not enough thought is given to planning the time for pupils to practise their skills or helping pupils to understand how they can use the knowledge gained in future work.

Throughout the school teachers manage pupils' behaviour well. There is an atmosphere of mutual respect which leads to pupils' good attitudes and a willingness to try their best. Teachers' explanations are usually clear and pupils know what they are required to do. Teaching skills are in the main satisfactory. However, there is a lack of understanding by teachers of how to ensure that teaching leads sufficiently to learning. Inadequacies in teaching and the curriculum are further exacerbated by weaknesses in the assessments of pupils' work. These are frequently inaccurate and result in future work not being pitched at the right level for different groups and individuals. Consequently, pupils do not progress at a fast enough rate and they do not reach the standards of which they are capable.

Pupils' personal development is satisfactory. They enjoy coming to school and their behaviour is good. Pupils make a satisfactory contribution to how the school is run, through, for example, the school council or by acting as 'Guardian Angels' at lunchtimes. They have a reasonable understanding of the importance of a healthy diet and regular exercise and a good understanding of how to keep themselves safe. The social skills needed to help prepare pupils for the world beyond school are developing well, although this preparedness is limited by their inadequate attainment in literacy and numeracy. Warm relationships between adults and pupils form a good basis for pupils' care, guidance and support. All reasonable steps are taken to ensure that pupils stay healthy and safe. Guidance to support pupils in their academic progress is not yet effective in moving learning forward. In some lessons good use is made of prompts displayed around the classroom to help pupils independently seek the help they need but this is not yet consistent. Guidance provided through the marking of pupils' work or in the setting of targets is also inconsistent.

With the exception of improvement to the provision in the Foundation Stage, the school has not moved forward since the last inspection. Although only a small proportion of parents returned the pre-inspection questionnaire, a significant number expressed some concern about the school but also stated support for the leadership and management of the seconded headteacher. Parents are accurate in their view that the seconded headteacher has a good understanding of the challenges facing the school. Staff are working well as a team and are accessing the support they need to bring about sustained improvement. Leaders and managers at all levels are beginning to monitor the school's work within their areas of responsibility but as yet their skills of evaluation are not well developed. They currently have an over-inflated view of the impact of the initiatives for improvement and subsequently of the progress being made by pupils. This hinders their ability to set a clear direction for development and results in the school not currently having the capacity for further improvement.

## **Effectiveness of the Foundation Stage**

### **Grade: 2**

Children enter the Reception year with levels of knowledge and skills below those typical for children of their age. Children get off to a strong start in the Foundation Stage because the provision for them is good. They make particularly good gains in their ability to link sounds and letters and in their early reading and writing skills. Activities are well planned, although occasionally there is an imbalance between activities led by adults and those chosen by the children. Indoor and outdoor areas are stimulating and encourage the children to explore. This improves their confidence and self-esteem as well as their knowledge of the world around them. All adults work together effectively to provide children with good quality care, support and guidance. As a result children enjoy learning and make good progress. Although their overall knowledge and skills are below those expected by the end of their Reception year, they reach expected levels in several areas of learning such as their writing skills.

## **What the school should do to improve further**

Raise attainment and achievement by:

- Improving the overall quality of the teaching so that it accelerates learning.
- Increasing the accuracy of assessment.
- Adapting the curriculum so that it better meets the learning needs of the pupils.
- Increasing the effectiveness of leadership and management, including developing the monitoring and evaluation skills of leaders and managers.

## **Achievement and standards**

### **Grade: 4**

Pupils' achievement is inadequate and standards in Years 1 to 6 are significantly below average. Pupils enter Year 1 with standards below those attained by their peers nationally. However in several areas of learning, such as early writing skills, standards are in line with those expected of pupils of their age. Pupils do not build well enough on this good start and by the end of Year 2 standards have slipped to significantly below average. This pattern was reflected in the 2007 teacher assessments for pupils at the end of Year 2, with standards in writing exceptionally low. Since the last inspection, standards attained by pupils at the end of Year 6 have declined, especially in English. In the 2007 national tests, standards improved in comparison to the exceptionally low standards seen in 2006; despite this improvement they remained significantly below average. The end of Key Stage 2 targets were not met in English and analysis of the

school's data indicates that they are unlikely to be met in 2008, with fewer pupils in the current Year 6 reaching the expected level than in the previous year. Pupils are now making more rapid progress and it is possible to identify some individuals who are making reasonable gains. However, there remains significant underachievement among all groups of pupils irrespective of gender, ethnic background or prior ability.

## **Personal development and well-being**

### **Grade: 3**

Pupils' personal development including their spiritual, moral, social and cultural development is satisfactory. Pupils are happy to come to school. Attendance is satisfactory and is broadly in line with national averages. Pupils are developing as reflective citizens with a reasonable awareness of a range of cultural traditions. For example, during acts of worship pupils listen well and are able to reflect on the messages they hear. Pupils view school as a safe place to be and can describe how the school monitors their safety including access to the internet. They are beginning to be aware of how to adopt healthy lifestyles though this is not always evident in the choices they make. Those who take on roles such as 'Buddies' and 'Guardian Angels' have a good understanding of the responsibilities which they have regarding the safety of themselves and other pupils. School councillors know that they are able to raise issues that cause them concern but feel that these are not always fully recognised by the school leaders. Pupils' behaviour and their attitudes to learning are good. Even when the pace of lessons is slow they behave well and try to contribute towards their own learning. They show respect for one another and the adults in the school. Pupils are developing the personal qualities that will stand them in good stead in their future lives; a good example is the way in which they are learning to work with each other. They are confident in their use of information and communication technology and this is helping them to develop basic skills although too many of them do not attain the level of key skills needed in literacy and numeracy by the time they leave the school.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 4**

Teaching and learning are inadequate overall. The school's focus on improving teaching and learning has met with some success and consistently satisfactory teaching is evident in some year groups. However, this is not yet embedded throughout the school. As a result, teaching and learning have not improved sufficiently to reduce the legacy of pupils' underachievement. Relationships between adults and pupils are good. This provides a good platform from which to manage behaviour and to encourage pupils' good attitudes to their work. Pupils are keen to learn and appreciate how well teachers explain to them what it is they are to do in each lesson. Unfortunately pupils are expected to listen for too long in some classes and, as their interest diminishes, their rate of learning slows. In some classes teaching assistants are used well, underpinning the teaching with both expertise and enthusiasm. This is particularly effective for those pupils who have been identified as needing specific support for their learning. Marking of pupils' work is variable and although they benefit from positive comments there is little guidance on how to improve their work. Regular assessments of pupils' knowledge and understanding are carried out. However, the accuracy of these assessments is not yet secure. Consequently, the value of this information in planning the next steps in learning is negated and leads to work which is not tailored to match individual pupils' needs.

## **Curriculum and other activities**

### **Grade: 4**

The curriculum is inadequate. Revision to curriculum provision has ensured that pupils receive their statutory entitlement to be taught all subjects of the National Curriculum and religious education. However, the curriculum is not well enough adapted to meet the needs and interests of all pupils in the school. Most curriculum planning follows national guidelines too rigorously and fails to allow flexibility for more able or lower attainers. The quality of provision through the system of linking different subject areas within a common topic varies from class to class. There are still too few opportunities for pupils to practise writing skills, to experience practical activities in science or to gain knowledge and understanding of history and geography. Interesting activities such as a multi-cultural week and a visit to a forest enrich pupils' learning and add to their enjoyment of school. Pupils from the language unit attached to the school are integrated into classes and together with those pupils identified by the school as having learning difficulties and/or disabilities have access to the full range of the curriculum.

## **Care, guidance and support**

### **Grade: 3**

The quality of care and support for pupils' well-being is good but they are not sufficiently well guided in their academic progress. The procedures for ensuring child protection and safeguarding are in place and meet current guidelines. Consequently, pupils feel well cared for, safe and secure and are confident that they know who to ask for help. The school has good links with other professionals, all of whom contribute to the support of pupils who have additional needs. Pupils are finding guidance within classroom display to be an increasingly useful resource. Where this is referred to by teachers in lessons it has a good impact on learning but this is not yet fully embedded into classroom practice. Pupils know that they have targets which are given by teachers to help them to improve their work. However, these are normally the same for all pupils in a class irrespective of their learning needs and too great in number for pupils to understand what it is they need to do to make better progress.

## **Leadership and management**

### **Grade: 4**

The level of underachievement throughout the school and the failure to bring about sustained improvement, demonstrate that leadership and management are inadequate. With support from the local authority and the seconded headteacher, a clear plan with measurable targets for improvement is in place. Governors understand their roles and responsibilities but have not developed the range of monitoring skills needed to hold the school sufficiently to account for pupils' lack of progress and inadequate standards. Teachers have been given guidance for improving the quality of their performance but this has not yet been monitored well enough to ensure that it is having a positive impact on progress. Senior managers are developing their use of school data in identifying the key priorities which need to be addressed within their area of responsibility but are not checking sufficiently the accuracy of the information which they hold. As a result, their self-evaluation and knowledge of current strengths and weaknesses are not as sharp as they need to be to provide the capacity to improve further.





## 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?	4
Effective steps have been taken to promote improvement since the last inspection	No
How well does the school work in partnership with others to promote learners' well-being?	3
The effectiveness of the Foundation Stage	2
The capacity to make any necessary improvements	4

### Achievement and standards

How well do learners achieve?	4
The standards <sup>1</sup> reached by learners	4
How well learners make progress, taking account of any significant variations between groups of learners	4
How well learners with learning difficulties and disabilities make progress	4

### Personal development and well-being

How good is the overall personal development and well-being of the learners?	3
The extent of learners' spiritual, moral, social and cultural development	3
The extent to which learners adopt healthy lifestyles	3
The extent to which learners adopt safe practices	2
How well learners enjoy their education	3
The attendance of learners	3
The behaviour of learners	2
The extent to which learners make a positive contribution to the community	3
How well learners develop workplace and other skills that will contribute to their future economic well-being	3

### The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	4
How well do the curriculum and other activities meet the range of needs and interests of learners?	4
How well are learners cared for, guided and supported?	3

<sup>1</sup> 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**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	<b>4</b>
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	4
How effectively leaders and managers use challenging targets to raise standards	4
The effectiveness of the school's self-evaluation	4
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	4
How effectively and efficiently resources, including staff, are deployed to achieve value for money	4
The extent to which governors and other supervisory boards discharge their responsibilities	4
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	Yes
Does this school require a notice to improve?	No

**Annex B****Text from letter to pupils explaining the findings of the inspection**

27 June 2008

Dear Pupils

Inspection of Hylton Red House Primary School, Sunderland, SR5 5QL

Thank you for the friendly welcome you gave the inspection team when we visited your school. Well done for being so polite and helpful. We enjoyed chatting with you, listening to you and looking at your work. It was good to see that the school works hard at making sure that you are cared for, looked after and helps you to understand how to keep fit and healthy. Your school is rightly proud of your good behaviour and of how keen you are to learn in lessons.

Having looked closely at your work it is clear that many of you are not being helped to do as well as you could. Your school is going to make sure that teachers check very carefully what you already know. It is also going to make sure that the work you do every day helps you to build on what you already can do and that you have enough chances to practise your skills, for example, in your writing. The staff who lead and manage your school are going to get better at how they check on what is provided for you so that you can all reach higher standards.

Your school will receive extra support to make the necessary improvements and inspectors will return regularly to check that this is helping you to make better progress. This is called 'special measures'.

You have an important part to play as well by working as hard as you can to achieve the targets that your teachers will give to you.

My very best wishes for the future.

Linda Buller

Lead inspector