

Richardson Dees Primary School

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

Unique reference number (URN): 108596

Inspection report: 9 September 2026

Exceptional	
Strong standard	●
Expected standard	● ● ● ● ● ●
Needs attention	
Urgent improvement	

✓ Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- **Met:** The school has an open and positive culture of safeguarding. All legal requirements are met.
- **Not met:** The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Strong standard ●

Inclusion

Strong standard ●

Leaders create a highly welcoming culture where staff know pupils well and value them as individuals. Before children begin school in the early years, staff work with parents and carers to gain an insight into any needs that their child might have. Staff use this information to tailor the transition and support available in school. As a result, children, including those who face challenges with their learning or wellbeing, settle quickly into the Nursery and Reception classes.

Provision for pupils with special educational needs and/or disabilities is effective. Leaders identify needs quickly. They work closely with external specialists to ensure that support is timely and well matched to pupils' needs. Pupils benefit from resources such as visual timetables and modified texts. These adaptations help pupils to develop independence and make secure progress through the curriculum over time.

Leaders use additional funding effectively to support the achievement of disadvantaged pupils and to ensure they access a broad range of experiences. They also ensure other vulnerable pupils benefit from carefully tailored support. The sensory spaces around school provide valuable additional support for pupils with social and emotional needs. Within them, pupils can regulate their emotions so that they can then engage successfully both in learning and with their peers.

Expected standard ●

Achievement

Expected standard ●

Pupils' attainment in the national tests in reading and the English grammar, punctuation and spelling tests is below the national average over time. However, in mathematics, writing and phonics, pupils' attainment is close to the national average. This is a result of the school's concerted efforts to improve those areas of the curriculum in recent years.

Disadvantaged pupils' achievement is equal to that of their peers in school and broadly in line with disadvantaged pupils nationally. For these pupils, mathematics is the stronger area and reading and writing are slightly weaker. Pupils with special educational needs and/or disabilities make suitable progress through the curriculum from their individual starting points.

Leaders understand the strengths and weaknesses in pupils' attainment and are taking appropriate steps to improve this. The positive impact of leaders' actions can be seen in the improving quality of pupils' work and knowledge shown in reading and writing.

Attendance and behaviour

Expected standard ●

Leaders have high expectations of pupils and prioritise attendance at school. Their systems to identify and support those who are absent from school have begun to pay dividends.

Leaders' actions have improved pupil attendance rapidly. Whole-school attendance is now in line with national averages, and persistent absence has significantly reduced. Leaders take a supportive and inclusive approach, working closely with families to understand individual circumstances and remove barriers rather than relying on sanctions. The governing body has oversight of the attendance strategy and has allocated resources to bring about the recent improvement. Leaders provide governors with detailed analysis of attendance to ensure they are well informed.

Behaviour is calm and safe and contributes to a purposeful learning environment. Pupils understand the school values and enact the '7 Superpowers', which are explicit learning and social behaviours. Staff consistently support pupils to manage their own behaviour. There have been no suspensions or exclusions in recent years. Pupils are respectful and courteous and demonstrate positive attitudes to learning and each other. Staff benefit from training and adapt approaches appropriately for pupils with special educational needs and/or disabilities. Pupils feel safe and are confident that adults will respond quickly and effectively to any concerns, including bullying. Pupils take pride in their achievements and demonstrate resilience and perseverance.

Curriculum and teaching

Expected standard 

Leaders have a clear understanding of the quality of the curriculum and teaching. They have recently revised the curriculum to ensure that it identifies the important knowledge and skills that pupils need to learn over time. Leaders work closely with teachers to check that the curriculum matches the needs of pupils. They place an emphasis on securing the initial skills that pupils need for future learning. Reading is a clear priority. Changes to the approach to phonics since the last inspection have secured better pupil attainment. Pupils who need additional support receive effective help to develop fluency and access learning successfully across the curriculum.

Leaders are strengthening pupils' grammar, punctuation and spelling skills so that they can apply this knowledge in writing with increasing confidence. Pupils' written work shows that this strategy is successful.

Leaders promote a consistent approach to teaching across school. Teachers demonstrate secure subject knowledge and typically teach the curriculum as leaders intend. Teachers explain new learning clearly and help pupils to build on what they already know. Additional adults provide effective support for pupils who need extra help. Pupils enjoy their learning and contribute confidently to discussions. Teachers generally make effective checks on pupils' understanding so that they can deal with any misconceptions.

Early years

Expected standard 

Children make a positive start to their education in the early years. Staff understand children's needs well. They ensure that appropriate support is in place, where needed, as soon as children join in Nursery or the Reception Year. This allows children with special educational needs and/or disabilities to learn successfully alongside their peers. Typically, children make sustained progress through the curriculum from their starting points. Staff develop warm and caring relationships with children. Children are confident, happy and safe.

Leaders establish a curriculum that reflects the school context. They place an emphasis on developing language and communication skills. Staff are effective in modelling new vocabulary and encouraging children to express themselves. Visual prompts and communication aids support children in socialising with others. Staff constantly refine their practice to entice children into trying new things. Children learn new routines quickly and independently choose resources.

Children enjoy the activities that staff provide to enable their physical and social development. They learn the importance of taking turns and sharing. Children cooperate well with one another.

Staff make sure that children have ready access to refreshments. They work with parents and carers to help them establish positive sleeping habits and independent toileting for their children.

Leadership and governance

Expected standard 

The governing body works collaboratively with staff to set the school vision of 'Walking Tall' and to ensure that is a reality for pupils. Leaders, including governors, provide clear and ambitious direction for the school. They have high expectations for staff and pupils, and they share these in their regular visits to school and through conversations with subject leaders. Leaders place pupils' best interests at the centre of decision-making. They create a caring and welcoming culture, where all pupils can access the curriculum and wider opportunities. Governors receive the information that they need to hold the school to account and to understand where support is needed. They demonstrate an accurate understanding of the school's strengths and areas for development.

Leaders support staff wellbeing effectively. They promote open communication, implement wellbeing initiatives and create a kinship within the staff team. They consider workload carefully when making decisions. This results in staff who are deeply loyal to the school and enthusiastic about their work. Staff value leaders' visibility, approachability and commitment to their wellbeing.

Leaders prioritise professional development and align this with school improvement priorities. Staff successfully embed whole-school approaches in different areas, such as phonics. Leaders recognise the need to embed recent developments in the early years and revisions to the curriculum.

Leaders and governors foster a sense of community. Parents and carers, staff and external partners speak positively about the school. Parents value the school's nurturing ethos, the positive relationships and the inclusive approach.

Personal development and wellbeing

Expected standard 

The school's programme for personal development promotes pupils' character development well. From the moment that pupils start school, staff encourage them to live out the school values. These include qualities such as resilience and kindness. This helps pupils to develop a secure sense of right and wrong and to aspire to high expectations of themselves.

Pupils learn how to collaborate and make their own products as part of the school's 'Fiver Challenge'. Older pupils learn about managing money and concepts such as mortgages and salaries. Careers education is appropriate and includes pupils visiting employers in the local area.

Pupils develop an age-appropriate understanding of relationships, sex and health education. In the early years, children learn how to talk about emotions and how to cooperate with each other. This provides a secure foundation to help children to get along as they progress through the school.

Leaders review the programme regularly and make adjustments so that it remains relevant to pupils. Pupils know age-appropriate strategies to care for their own physical and mental health. They talk with enthusiasm about dental hygiene, for example.

Leaders prioritise online safety. As a result, pupils are aware of the need to be cautious about giving out personal information. They know how to report any online concerns.

Pupils enjoy a range of extra-curricular clubs that foster their talents and interests. These include activities such as singing, which leads to performing in a regional concert venue. All pupils can take part in residential visits, adventurous activities and environmental learning.

Pupils develop their understanding of fundamental British values, such as democracy, through assemblies and other whole-school events. Pupils' understanding of world faiths and different cultures is not as well developed.

Leaders ensure that pupils access pastoral and therapeutic support when this is needed. This support helps some pupils to attend school more often.

What it's like to be a pupil at this school

Pupils live out the school values of resilience and collaboration each and every day. They demonstrate the school motto of 'Walking Tall' through pride in their own and other pupils' achievements. Pupils thrive socially and academically at this school because of the positive relationships between staff and the tangible, nurturing ethos.

Pupils behave well. They listen carefully in lessons and are keen to work hard. Pupils treat one another and adults with respect and kindness. Consequently, records show that bullying is rare. Pupils say that everyone is welcome at their school, regardless of any differences or needs. Pupils are confident that staff will keep them safe and sort out any occasional problems that may occur.

Disadvantaged pupils and those with special educational needs and/or disabilities receive support from caring staff who understand and support their needs well.

Pupils take part in well-considered trips and enrichment opportunities. These experiences help pupils to develop their personal skills and wider understanding of the world.

Pupils achieve well in mathematics and writing, making secure progress through the curriculum. In other areas, such as reading and English grammar, punctuation and spelling, leaders have worked successfully to improve pupils' attainment.

Next steps

- Leaders should continue to ensure that curriculum and teaching improvements are fully embedded and implemented consistently so that recent improvements in pupils' attainment are sustained.
 - Leaders should further strengthen their work to deepen pupils' understanding of different cultures and world faiths to make sure that all pupils are fully prepared for life in modern Britain.
 - Leaders should ensure that the recent improvements in pupils' attendance are sustained.
-

About this inspection

The chair of the board of governors in this school is Alison Nicholson.

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

The inspection took place on 9 and 10 September 2026.

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspectors met with the headteacher, deputy headteacher, other school leaders and groups of staff. The lead inspector held meetings with members of the governing body and a representative from the local authority.

The inspectors confirmed the following information about the school:

The school does not currently use any alternative provision.

Headteacher: Wayne Myers

Lead inspector:

Mary Cook, His Majesty's Inspector

Team inspectors:

Oliver Flitcroft, Ofsted Inspector

Zoe Westley, Ofsted Inspector

Facts and figures used on inspection

This was the data available at the time of the full inspection, taken from [different sources](#). More recent data may have been published since the full inspection took place.

 The inspector(s) used this data during the full inspection on 9 September 2026

School and pupil context

Total pupils

206

Close to average

What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 268

School capacity

236

Close to average

What does this mean?

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 300

Pupils eligible for free school meals (FSM)

52.22%

Well above average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last 6 years.

National average: 26.5%

Pupils with an education, health and care (EHC) plan

5.34%

Close to average

What does this mean?

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 4.1%

Pupils with special educational needs (SEN) support

26.70%

Well above average

What does this mean?

The proportion of pupils with reported special educational needs support at the school.

National average: 15%

Location deprivation

Well above average

What does this mean?

Based on the English indices of deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

Resourced provision or SEND Unit (if applicable)

No resourced provision

What does this mean?

Whether school has Resourced provision or SEND unit (if applicable).

All pupils' performance

Pupils reaching the expected standard in reading, writing and mathematics

The percentage of pupils meeting the expected standards in a combined reading, writing and mathematics measure.

Year	This school	National average	Compared with national average
Latest 3 year average	54%	61%	Below
2024/25 (final)	52%	62%	Below
2023/24 (final)	57%	61%	Close to average
2022/23 (final)	53%	60%	Close to average

Pupils reaching the expected standard in reading

The percentage of pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	65%	74%	Below
2024/25 (final)	66%	75%	Below
2023/24 (final)	63%	74%	Below
2022/23 (final)	67%	73%	Close to average

Pupils reaching the expected standard in teacher-assessed writing

The percentage of pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	66%	72%	Close to average
2024/25 (final)	66%	72%	Close to average
2023/24 (final)	67%	72%	Close to average
2022/23 (final)	67%	71%	Close to average

Pupils reaching the expected standard in mathematics

The percentage of pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	73%	73%	Close to average
2024/25 (final)	69%	74%	Close to average
2023/24 (final)	77%	73%	Close to average
2022/23 (final)	73%	73%	Close to average

Disadvantaged pupils' performance

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	50%	46%	Close to average
2024/25 (final)	50%	47%	Close to average
2023/24 (final)	48%	46%	Close to average
2022/23 (final)	53%	44%	Close to average

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	62%	62%	Close to average
2024/25 (final)	65%	63%	Close to average
2023/24 (final)	57%	62%	Close to average
2022/23 (final)	65%	60%	Close to average

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	62%	59%	Close to average
2024/25 (final)	65%	59%	Close to average
2023/24 (final)	57%	58%	Close to average
2022/23 (final)	65%	58%	Close to average

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	72%	60%	Above
2024/25 (final)	70%	61%	Close to average
2023/24 (final)	71%	59%	Above
2022/23 (final)	76%	59%	Above

Disadvantaged pupils' performance gap

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics, including the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	50%	68%	-18 pp
2024/25 (final)	50%	69%	-19 pp
2023/24 (final)	48%	67%	-20 pp
2022/23 (final)	53%	66%	-13 pp

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	62%	80%	-18 pp
2024/25 (final)	65%	81%	-16 pp
2023/24 (final)	57%	80%	-23 pp
2022/23 (final)	65%	78%	-14 pp

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	62%	78%	-16 pp
2024/25 (final)	65%	78%	-13 pp
2023/24 (final)	57%	78%	-20 pp
2022/23 (final)	65%	77%	-13 pp

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	72%	80%	-7 pp
2024/25 (final)	70%	81%	-11 pp
2023/24 (final)	71%	79%	-8 pp
2022/23 (final)	76%	79%	-3 pp

Absence

Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

Year	This school	National average	Compared with national average
2024/25 (3 term)	7.2%	5.2%	Above
2023/24 (3 term)	8.0%	5.5%	Above
2022/23 (3 term)	7.9%	5.9%	Above

Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

Year	This school	National average	Compared with national average
2024/25 (3 term)	21.2%	13.0%	Above
2023/24 (3 term)	27.4%	14.6%	Above
2022/23 (3 term)	27.8%	16.2%	Above

Our grades explained

Exceptional

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

Strong standard

The school reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement

The school needs to make urgent improvements to provide the expected standard of education and/or care.

The Office for Standards in Education, Children's Services and Skills (Ofsted) inspects services providing education and skills for children and learners of all ages, and inspects and regulates services that care for children and young people.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at <https://reports.ofsted.gov.uk>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted
© Crown copyright 2026



© Crown copyright