

Bede Burn Primary School

Dene Terrace, Jarrow, Tyne and Wear, NE32 5NJ

Inspection dates

6–7 February 2013

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school

- Pupils make good progress. This results in reading, writing and mathematics standards that are above the national average at the end of Year 6.
- Teaching is consistently good and on occasion it is outstanding. Teachers have high expectations of pupils and use a range of strategies to ensure that pupils learn well.
- Pupils behave very well in lessons and around the school. They have positive and sometimes exceptional attitudes to learning and relish taking responsibility. They justifiably feel safe in school and are happy, as demonstrated by their above average levels of attendance. Pupils are courteous and welcoming.
- Leadership and management of the school are good. The governing body, headteacher and other leaders and managers have a very clear understanding of what the school does well and what it needs to do to improve further. They ensure that staff performance management and development contribute significantly to the good standards and progress achieved by pupils.
- Additional adult support for pupils who find learning difficult is effective in helping them to achieve well.

It is not yet an outstanding school because

- The proportion of outstanding teaching is not yet high enough to lead to consistently outstanding progress.
- Standards achieved by pupils in writing are not as high as those in reading and mathematics.

Information about this inspection

- Eighteen lessons were observed by inspectors. One of the observations was carried out jointly with the headteacher.
- Inspectors heard pupils read and looked closely at their workbooks.
- Meetings were held with two groups of pupils, senior members of staff, two members of the governing body including the Chair, and a representative of the local authority. Inspectors spoke to a number of parents and carers at the start of the school day.
- The inspectors took account of the 31 responses to the online questionnaire (Parent View). They also took account of the results of the school's own parent and carer survey. Twenty questionnaires returned by staff were also analysed.
- Inspectors looked at a number of documents, including the school's development plan, information on pupil progress, lesson plans, the school's monitoring information and school policies.

Inspection team

Alan Sergison, Lead inspector

Additional Inspector

Philip Scott

Additional Inspector

Full report

Information about this school

- This is a smaller than the average-sized primary school.
- The vast majority of pupils come from White British backgrounds.
- The proportion of pupils known to be eligible for the pupil premium, which is additional funding given to the school to support pupils known to be eligible for free school meals, those pupils that are looked after and those pupils from service families, is below the national average.
- The proportion of pupils who have special educational needs supported by school action is above the national average. The proportion supported by school action plus, or who have a statement of special educational needs, is broadly in-line with the national average.
- The school meets the current government floor standard, which sets the minimum expectations for pupils' attainment and progress.
- The school has achieved, among others, the Healthy School status, Basic Skills Quality Mark and the ICT Mark.

What does the school need to do to improve further?

- Improve the overall quality of teaching to outstanding in order to further accelerate pupils' progress and to raise standards, especially in writing, by:
 - giving pupils more opportunities to write at length and to practise their writing skills in different subjects
 - making sure that pupils are given more opportunities to think for themselves, take meaningful decisions in their learning and increasing opportunities for them to work independently more often
 - developing the skills of all teachers and teaching assistants so that the way in which they question pupils and the pace of learning are as good as the very best seen in the school
 - providing opportunities for teachers to share the very best practice within the school and in other schools.

Inspection judgements

The achievement of pupils is good

- The achievement of pupils is good and improving. Lesson observations, talking to pupils about their learning and looking at work in their books confirm the school's own view that pupils make good progress.
- Children enter the Early Years Foundation Stage with knowledge and skills generally below those typically found in children of their age, particularly in personal and social development and communication language and literacy skills, although there is considerable variation between different cohorts of pupils. Children settle quickly to work, accessing a range of exciting and stimulating activities both indoors and out of doors. They have some opportunities to direct and take initiative for their own learning but these opportunities could be further extended. They make good progress and leave this stage with knowledge and skills broadly in line with the national average.
- Pupils continue to make good gains in their learning across Key Stage 1. Standards have improved since the last inspection and are now above the national average. Pupils are well motivated and eager to learn as illustrated in a successful and challenging Year 1 lesson, where pupils were stimulated to write their own diaries having listened to the story of the 'Wombat Diary'.
- This good progress accelerates across Key Stage 2, particularly in Years 4, 5 and 6, so that by the time pupils leave the school in Year 6, standards in reading, writing and mathematics are now above national averages. However, performance in writing is not yet as strong as it is in the other two subjects.
- Good provision for those pupils who are disabled or have special educational needs ensures their progress is at least in line with their peers and attainment is generally above that of similar pupils nationally. Staff accurately identify their needs and ensure they receive the support they need to achieve well.
- Pupils known to be eligible for the pupil premium also make good progress as the result of the extra support provided such as small group work and intervention activities. Consequently, the gap between their achievement and that of their peers is closing quickly. Their attainment and progress are above that of similar pupils nationally. The pupil premium funding is also used to help this group of pupils access other aspects of the curriculum, such as subsidising their attendance on educational visits.
- Reading standards at the end of Year 6 are high and above the national average. Pupils say that they enjoy reading and the vast majority read with expression, understanding and fluency. Reading is supported well by parents at home.
- Achievement is not yet as high as it could be in writing because insufficient opportunities are provided for pupils to write at length or in subjects other than English. Opportunities to develop their skills at learning on their own are also inconsistent between classes.

The quality of teaching is good

- Teaching is good overall and examples of outstanding teaching were observed during the inspection. This has had a direct positive impact on the consistently good progress now seen and the above average attainment of pupils.
- Teachers make clear to pupils what they are going to learn. Very good relationships and the way teachers plan their teaching helps pupils make good progress. They make work interesting and exciting as demonstrated in a successful Year 6 mathematics lesson on interpreting line graphs. The use of 'talk partners', where pupils were encouraged to share and extend their learning, sharp teacher questioning and a brisk pace to the lesson, ensured that all pupils made at least good progress through a very challenging activity.
- Not all teaching is as good as this, however. In the few less successful lessons, teacher

questioning of pupils is not sufficiently focused. The pace of the lesson then slows and so does the rate of learning. Pupils are occasionally not given opportunities to think things out for themselves or to work on their own and are not always given enough opportunities to practise writing at length or to practise writing in different subjects.

- Teaching assistants make a strong contribution to pupils' learning across the school. They plan topics well with teachers, work well with small groups of pupils and individuals and are particularly effective in supporting those who are at risk of falling behind.
- There are good examples of teachers regularly checking pupils' work in lessons. Increasingly, pupils are also checking their own or each other's work and assessing how well they have completed or understood work. A good example of this was observed in a successful Year 4 lesson on play scripts and stage directions. On-going teacher assessment of learning during the lesson, through the use of challenging questions, ensured that pupils made good progress in understanding the topic and in their grasp of important words to describe characters and dramatic effect. Teachers mark pupils' written work regularly. They follow the well-developed school policy closely. Pupils are given clear steps for improvement and this is supporting the overall good progress they make. Pupils state that they are given time to respond to these comments.

The behaviour and safety of pupils are good

- Behaviour in lessons and around the school is very good. Pupils work diligently to complete tasks and always give of their best. They listen well and eagerly tackle what they are set to do. Low-level disruption is rare. Attitudes to learning are good and, on occasion, they are exceptional, particularly when pupils are highly motivated by stimulating teaching. They work together constructively and are respectful and considerate towards each other. However, in the few less successful lessons, when the pace of the learning slowed, pupils became less focused on their tasks and were less engaged in the activities they were being asked to complete.
- Pupils say that they feel happy and safe in school. Pupils feel confident and secure and this is reflected in their above average levels of attendance. The atmosphere in the school is highly positive. As one child commented, 'Bede Burn is a great place to be. Teachers help us to progress well in all our subjects.'
- Pupils welcome opportunities to take responsibility for themselves and others. This is exemplified in the work of the school council who were very proud to be involved in the development of the school 'Peace Garden'. Older pupils very much appreciate the opportunity to support the youngest pupils in the school, because they see the school helping them to learn the importance of caring for one another.
- Parents and carers are supportive of the school. The majority of parents who responded to Parent View and to the school's own survey and the majority who spoke to inspectors expressed positive views. One commented, 'This is a family school and takes account of every child and meets their needs very well. All of the staff are very approachable'.
- Pupils state that bullying is rare and know what to do and who to inform if it occurs. They are well aware of different types of bullying, including cyber-bullying. They know how to keep themselves safe in a variety of situations, including when using the internet.
- There is a consistent approach to behaviour management by all adults in the school and pupils very much value the school's merit and reward systems.

The leadership and management are good

- Since the previous inspection, the headteacher and the governing body have successfully improved the quality of teaching leading to improvements in pupils' achievement and in standards attained.
- The headteacher, with good support from the deputy headteacher, has ensured that there are regular checks on the quality of teaching and the progress pupils are making. Any areas of

underachievement are quickly identified and challenged.

- Other senior leaders are making a developing contribution to school improvement. All leaders are well aware of the school's strengths and areas for further development and they also challenge and hold colleagues to account for the progress pupils make. They have not yet created sufficient opportunities for the very best practice in teaching to be shared across the school, however.
- Performance management systems are well developed and staff are held to account for their performance. Training for staff is closely linked to the school's priorities and also takes account of individual needs. Progression in salary is linked to the effectiveness of teaching.
- Equality of opportunity is promoted well and any discrimination is tackled effectively. The school has used its pupil premium funding effectively to support eligible pupils through a range of strategies so that these pupils are making equally good progress in line with their classmates and similar pupils nationally.
- Pupils' spiritual, moral, social and cultural awareness is well developed through subjects and the range of activities provided. The curriculum is good. Visits, visitors and good links with the local and wider community enrich learning and broaden pupils' horizons. Pupils appreciate the range of activities available to them and older pupils welcome the opportunity to participate in residential visits to Gibside and to Thurston outdoor pursuits centre.
- Leaders recognise that the curriculum is not yet outstanding because pupils currently do not have enough quality opportunities to practise and apply their writing skills in a range of contexts, and that this contributes to them not attaining such good standards as in reading and mathematics.
- All safeguarding arrangements meet statutory requirements.
- The local authority provided very effective support for this previously satisfactory school and worked in partnership well with the school to secure improvements. Future support will be at a more light-touch level.
- **The governance of the school:**
 - The governing body is well led and receives appropriate training and support. Governors are well informed about all aspects of the work of the school. They have access to good information about how the school is performing compared to schools nationally and they know the school's strengths and weaknesses well. They ensure that performance management procedures are fully implemented and challenge underperformance rigorously. They hold senior leaders to account through an appropriate balance of challenge and support. They make sure that the close link between staff development, performance and salary progression is secured. Governors are well informed about the quality of teaching and are fully committed to its continuous improvement. Finances are managed well and the governing body holds the school rigorously to account for the way in which the pupil premium funding is spent and its impact on achievement.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	108693
Local authority	South Tyneside
Inspection number	400999

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Primary
School category	Community
Age range of pupils	5–11
Gender of pupils	Mixed
Number of pupils on the school roll	192
Appropriate authority	The governing body
Chair	Julie Richardson
Headteacher	Noreen Purvis
Date of previous school inspection	10 June 2010
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