

Inspection of East Boldon Junior School

North Lane, North Road, Tyne & Wear NE36 0DL

Inspection dates: 4 and 5 May 2022

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Previous inspection grade	Requires improvement

What is it like to attend this school?

East Boldon Junior School sits at the very heart of the community. Leaders have established positive partnerships between the school and families. Parents and carers speak highly of this 'very special school with a big heart'. Relationships between pupils and staff are caring and respectful. Pupils are proud of their school and feel safe.

The school motto, 'Be the best you can be', runs through all areas of school life. Pupils speak confidently about what this means to them. They say that in this school you need to be prepared to work hard and be challenged. Leaders help pupils to develop an understanding of equality and diversity through a wide range of assembly topics. Pupils understand what it is to be a good citizen. The active school council are proud of the difference they make in school and the wider community.

Pupils behave well both in and out of lessons. They are engaged in their learning and listen carefully to adults. Incidents of poor behaviour and bullying are limited. Leaders deal with these incidents quickly and effectively. Pupils feel listened to. They know that adults will help them if they are worried.

A small number of pupils do not attend school as regularly as they should. Leaders are supporting parents to help to bring about improvement.

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

Leaders have established a well-sequenced and coherent curriculum. Subject leaders provide effective support for teachers to ensure they have the knowledge they need to deliver the curriculum well. Teachers plan learning opportunities to deepen pupils' subject knowledge. For example, in art pupils discussed the work of artists such as Banksy and the materials he uses. In computing, pupils recalled their learning on the coding required to power the Mars Rover. Teachers include opportunities for pupils to recall prior learning in most lessons. However, this is often related to specific topic areas. In some subjects, leaders have not identified the key themes that help pupils to make links between their current and prior learning.

The leader for mathematics has an expert subject understanding and staff speak positively of the support that he provides. All pupils, including those with special educational needs and/or disabilities (SEND), speak confidently about their learning and clearly enjoy their mathematics lessons. Teachers use daily recall tasks to ensure that pupils develop a fluent application of number skills. Leaders have ensured that the scheme of work has been adapted to address any gaps in learning that have developed during the period of remote learning.

Since the previous inspection, leaders have prioritised the teaching of reading. They encourage pupils to read a wide range of texts that are well matched to their reading levels. Regular quizzes and reward systems help to engage pupils and

develop their love of reading. They particularly like earning tokens for the book vending machine provided by the parent teacher association (PTA). Teachers read to pupils daily and model how to read with fluency. Pupils work in reading pairs and assess each other against a four-point fluency scale. They say that this is a useful activity that helps them to become better readers. Leaders use assessment information effectively, to plan interventions to ensure that all pupils make good progress. Leaders have introduced a new synthetic phonics programme to support those pupils who still need to crack the phonics code. The reading leader has ensured that staff have a good understanding of how to incorporate this into their reading lessons. However, some pupils need further support to help them use these phonics strategies consistently.

There is a comprehensive programme of support in place for pupils with SEND. Teachers include pupils' individual learning targets effectively in whole-class teaching. They use a range of resources, such as wobble cushions, writing slopes and reading pens, to remove barriers to learning. Leaders ensure that pupils with SEND are included in all aspects of school life. Teachers help to build pupils' independence and prepare them for the next stage in their education. Many parents speak positively of the support they receive and the positive impact this has had on their child. However, some parents feel that this support has been inconsistent since the departure of the permanent special educational needs coordinator (SENCo).

The headteacher, with the support of the governing body, has maintained a clear focus on school improvement. The governors have a thorough understanding of the development needs of the school and hold leaders to account effectively. The headteacher and deputy headteacher have fostered a strong team ethos and prioritise staff well-being and workload. Staff feel valued and are proud to work at the school.

Safeguarding

The arrangements for safeguarding are effective.

Leaders have introduced a traffic light system for monitoring safeguarding concerns. They review this system regularly to ensure that they act on concerns quickly and effectively. Staff receive regular safeguarding training and understand what actions to take if they have a concern. Leaders have built strong relationships with families and use the early help system well to provide additional support.

Leaders ensure that pupils develop a good understanding of how to keep themselves safe. Pupils demonstrate a strong awareness of the dangers of online chatrooms and know how to respond to inappropriate contacts. Teachers ensure pupils have the confidence to speak out if they feel something is wrong.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Some pupils are not applying phonics strategies confidently. These pupils struggle to read and spell new or unfamiliar words. Leaders should ensure that the new phonics programme is embedded within all year groups and teachers use this consistently when teaching reading and spelling.
- In some subjects, such as geography and history, knowledge is too topic specific. This means that pupils are not building a secure understanding of wider subject knowledge concepts such as food and farming or conflict. Subject leaders should ensure these concepts are clearly identified and support pupils to make links between current and prior learning.

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

Unique reference number	108692
Local authority	South Tyneside
Inspection number	10227329
Type of school	Junior
School category	Community
Age range of pupils	7 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	236
Appropriate authority	The governing body
Chair of governing body	Maureen Skevington
Headteacher	Timothy Shenton
Website	www.eastboldonjuniors.co.uk
Dates of previous inspection	10 and 11 July 2018, under section 5 of the Education Act 2005

Information about this school

- The deputy headteacher joined the school in 2019.
- The local authority appointed the chair of the governing body in September 2020.
- Three new teaching staff have joined the school since the previous inspection.
- There is an interim SENCo in place until the end of the summer term 2022.
- The school is not using any alternative education providers.

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 began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors met with the headteacher, the deputy headteacher, members of the governing body and representatives of the local authority.

- Inspectors carried out deep dives in these subjects: early reading, mathematics, computing, geography and art. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors also met with the SENCo and reviewed curriculum documentation for personal development.
- To judge the effectiveness of safeguarding, inspectors scrutinised the single central record of recruitment checks, checked the procedures for safer recruitment of staff and held a meeting with the designated safeguarding lead. Inspectors met with staff to check their understanding of safeguarding and the impact of any training received.
- Inspectors considered the responses to Ofsted's survey, Ofsted Parent View, including 68 free-text responses. In addition, inspectors considered the 21 responses to the survey for staff.

Inspection team

Alex Thorp, lead inspector	Her Majesty's Inspector
Natalie Fountain	Ofsted Inspector
Deborah Ashcroft	Ofsted Inspector

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