

Inspection of Bede Burn Primary School

Dene Terrace, Jarrow, Tyne and Wear NE32 5NJ

Inspection dates: 8 and 9 March 2023

Overall effectiveness	Good
------------------------------	-------------

The quality of education	Good
--------------------------	-------------

Behaviour and attitudes	Good
-------------------------	-------------

Personal development	Good
----------------------	-------------

Leadership and management	Good
---------------------------	-------------

Early years provision	Good
-----------------------	-------------

Previous inspection grade	Good
---------------------------	------

What is it like to attend this school?

Leaders and staff have created a caring and welcoming school. Pupils are happy and safe.

Leaders, staff and governors have high expectations for all pupils. Pupils achieve well in phonics, reading and mathematics. Leaders have revised the curriculum and teaching of other subjects, such as science and geography. This is helping pupils to gain important knowledge. The school's curriculum helps pupils to develop their understanding of diversity in society by learning about different cultures and beliefs.

Sensitive staff guidance helps Reception children learn the school's routines. Pupils behave very well in lessons. At breaktimes and lunchtimes, they socialise and play in a friendly manner. Incidents of bullying are rare. Staff take these seriously, and take suitable action to resolve them. Pupils have a secure understanding of what bullying is and they are confident that staff will support them if they have concerns.

The vast majority of parents have a positive view of the school. They find staff approachable, helpful and supportive. Parents like the range of clubs, including breakfast club, available for pupils' personal and social development. Parents like finding out about their child's work at the 'come observe our learning' visits into school.

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

Leaders have established well-sequenced curriculums and approaches for the teaching of reading and mathematics. Teachers make effective use of checks to plan the next steps of pupils' learning. Pupils gain secure mathematical knowledge which builds well over time.

Leaders have prioritised reading. They have successfully implemented a structured phonics programme. Staff carefully check pupils' phonic knowledge. They provide extra support for pupils who have any gaps in their understanding. This enables pupils' attainment in phonics to be very high by the end of Year 1. Older pupils have regular reading lessons and experience a range of reading activities. This develops their love of reading and helps them to become proficient readers.

The training that key stage 2 staff have received to teach phonics is less effective than that for key stage 1 staff. Sometimes, this restricts the support that key stage 2 staff can provide for older pupils who need help with early reading. Leaders have training planned to ensure that there is a consistency of staff expertise throughout the school.

Leaders have revised the curriculum in science and most foundation subjects. This has secured a more consistent approach to planning and teaching in these subjects. For example, in geography, pupils are gaining important knowledge and a secure understanding of map skills. Similarly in science, pupils can demonstrate important

knowledge in the topic that they are being taught. They also complete a suitable range of activities that enable them to work scientifically. However, sometimes, pupils do not retain their knowledge of scientific topics taught earlier in the year. As leaders review the curriculum, they are considering approaches to help pupils retain and retrieve important knowledge.

Leaders have established curriculums that map out what pupils will learn, from Reception to Year 6. Reception children successfully develop their knowledge in important areas such as early reading and mathematics. Leaders have recently developed the early years outdoor learning area. However, their proposals to improve learning opportunities for Reception children and to address the revised early years curriculum have not been implemented.

Staff carefully teach Reception children expectations for behaviour and routines. Children respond well to these. They behave well in both adult-led sessions and when independently choosing learning activities. In lessons, pupils listen attentively. They discuss ideas with their peers constructively. There is a consistently positive learning atmosphere across the school.

The school's curriculum extends beyond the academic, and provides for pupils' broader development well. Staff successfully promote pupils' understanding of equality and diversity. There are a wide range of after-school clubs for pupils to take part in. Staff and visitors provide pupils with guidance on future education and career pathways, as well as advice on financial management. There are a range of roles that pupils can carry out which develop their sense of responsibility.

Leaders have established rigorous approaches to identify the needs of pupils with special educational needs and/or disabilities (SEND). Leaders develop suitable support plans for these pupils, which staff implement effectively. Pupils with SEND achieve well, and there are appropriate arrangements for their transition to their next school.

The executive headteacher, leaders and governors have established a shared vision for improvement. Governors use a suitable range of approaches to check the quality of education and to check that leaders fulfil statutory requirements.

The majority of staff, although not all, are positive about leaders' approaches to managing well-being and workload. Senior leaders recognise that the school has been through some considerable change. They have established approaches to consider the effect of these changes on staff. Some parents expressed concerns about the quality of communication between home and school. Leaders are aware of these concerns and have introduced half-termly meetings and coffee mornings to seek parents' views.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and staff promptly identify pupils and families who are vulnerable to safeguarding risks. They work well with other agencies to secure the help that pupils need. Leaders follow a range of processes to check the suitability of staff to work with pupils. This includes pre-employment checks and responses to any other concerns raised.

The school's curriculum raises pupils' awareness of safeguarding risks, including those related to online safety. Leaders have taken suitable steps to make sure that staff know what to do to keep the school site safe.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Key stage 2 staff have not received the same level of training in early reading and phonics as key stage 1 staff. This can constrain the support that they can provide to pupils who need extra help with early reading. Leaders should ensure that the planned training is delivered for all staff.
- In some subjects, pupils find it more difficult to retain knowledge than they do in others. Leaders should work with staff to help pupils to remember important knowledge across all subjects.
- Leaders' plans for the recently developed early years outdoor learning area have not been implemented. This development has not fully impacted on Reception children's learning. Leaders should implement their plans to maximise children's learning opportunities in the outdoor environment, including making effective use of the recently revised early years curriculum plans.

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.

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	108693
Local authority	South Tyneside
Inspection number	10255683
Type of school	Primary
School category	Community
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	206
Appropriate authority	The governing body
Chair of governing body	Nicola O'Doherty
Headteacher	Helen Smith
Website	www.bedeburnprimary.co.uk/
Date of previous inspection	16 January 2018, under section 8 of the Education Act 2005

Information about this school

- There have been several changes to the school staff since the previous inspection report. The school has an executive headteacher, who also is headteacher at St Oswald's CofE Aided Primary School. The deputy headteacher took up post in January 2023.
- The school uses no alternative providers.

Information about this inspection

The inspectors carried out this graded 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.
- The lead inspector met with the headteacher and with four members of the governing body, including the chair of governors. He completed a telephone call with a representative from the local authority.

- Inspectors carried out deep dives in these subjects: early reading, mathematics, science and geography. For each deep dive, they 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 discussed the school's safeguarding procedures with a range of staff. They reviewed the school's documentation regarding safeguarding. They discussed how safe pupils feel in school and how staff teach them to stay safe, including online.
- The lead inspector analysed the responses to Ofsted's pupil, staff, and parent surveys. An inspector met some parents at the start of the school day.

Inspection team

Michael Reeves, lead inspector

Ofsted Inspector

Lynn George

Ofsted Inspector

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

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 <http://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 2023