

# Inspection of a good school: Collingwood Primary School

Oswin Terrace, Collingwood Primary School, North Shields, Tyne and Wear NE29 7JQ

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Inspection dates: 4 and 5 May 2023

## Outcome

Collingwood Primary School continues to be a good school.

## What is it like to attend this school?

Relationships between staff, pupils, parents and carers at Collingwood Primary School are very positive. Staff are very supportive of all pupils. They have high expectations of pupils' behaviour and learning. Pupils respond well. They are polite and considerate of one another. In class, pupils are willing to join in lessons even when they find some aspects of their learning difficult. Those spoken to feel safe and happy in school. Bullying is rare. Pupils know that adults listen to their concerns and will help them.

Leaders organise a range of activities to broaden the pupils' experiences. A visiting artist, for example, inspires pupils to focus on the use of artistic form and colour. Pupils become more aware of ecology issues by visiting the nearby marine life centre. Links with other local partners give pupils an insight into the world of work.

Leaders care deeply about pupils' mental health and well-being. A school nurse works across school to promote a healthy lifestyle. Pupils are reflective in mindfulness sessions. Young carers meet regularly in a support group to share their experiences.

Leaders are unwavering in promoting the school values of 'loyalty and service'. Pupils are proud to serve their school through their many leadership roles.

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

Leaders ensure a detailed, ambitious curriculum is in place from the early years. There is a clear rationale for the choices made in subjects such as geography and history. The curriculum celebrates the industrial heritage of the area. Pupils consider how the locality has changed over time. This includes learning about the former shipbuilding in the area. This approach makes learning more meaningful. Pupils talk confidently about their learning in history and make links with other subjects.

Some pupils have gaps in their phonic and reading knowledge. Leaders attribute this to disruption caused by the COVID-19 pandemic. Leaders have identified what the gaps are

and have prioritised the teaching of reading. A highly structured phonics programme is in place. Teachers are adept at checking which pupils need some extra support. These pupils have catch-up sessions to recap on phonics. Staff receive training in phonics. However, some staff members feel less confident about delivering some aspects of phonics. This leads to occasional inconsistencies in the way phonics is taught. Leaders encourage pupils to read more at home by, for example, running competitions linked to reading. Pupils delight in choosing texts from the book vending machine. Throughout school, pupils can choose from a rich variety of books. These reflect different cultures and viewpoints.

The mathematics curriculum, from early years onwards, prepares pupils well for the next year group. Staff have strong subject knowledge. They know pupils well and adapt the curriculum to build on their prior learning. There is an expectation that pupils practise fluency, reasoning and problem-solving in every lesson. Pupils confidently recall their learning from previous topics. Teachers regularly check what pupils know and correct any misconceptions.

The number of pupils entering school with special educational needs and/or disabilities (SEND) is increasing. Staff are highly experienced and well-trained in SEND. They make adaptations in lessons so that all pupils can succeed. For example, in physical education (PE), shorter tennis racquets help pupils in controlling the ball. Leaders are persistent in requesting support from partner agencies.

Personal, health and social education (PHSE) lessons support pupils in developing their own moral code. They have a deep understanding of how their behaviour and attitude can affect others. Pupils have access to role models such as the Newcastle Eagles basketball players. Through this they learn about fair play and perseverance. Pupils behave well and show positive attitudes towards learning. Pupils can talk with confidence about the major world faiths and have visited local places of worship. However, pupils are less knowledgeable about fundamental British values. This means that they are lacking an understanding of what it is to be a citizen in a modern and diverse Britain.

Leaders ensure that there is a high staff to child ratio in early years so that adults can support the children in learning communication skills. Staff model language through storytelling, playing with children and in specific group activities.

Leaders have reduced the workload for staff by introducing a wealth of teaching resources and streamlining assessment procedures. Leaders support those new to teaching well through the mentoring system that is in place. Governors are supportive of senior leaders but ask searching questions. As a result, they can respond to the changing needs of the school. For example, governors have helped leaders improve rates of attendance by employing a family worker to support pupils in coming to school.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders raise awareness with pupils about safeguarding risks in many ways. Emergency services, such as the police, deliver bespoke lessons based on the local area. The National

Society for the Prevention of Cruelty to Children (NSPCC) workshops highlight what child abuse is in an age-appropriate way. Pupils learn about keeping safe online through specific lessons and assemblies.

All staff and governors undertake safeguarding training on a regular basis. Clear procedures are in place and staff readily report any concerns about pupils. Leaders work with external partners to support families in need.

## **What does the school need to do to improve?**

### **(Information for the school and appropriate authority)**

- Some staff lack confidence in teaching some aspects of the school phonics programme. This leads to some inconsistencies in the delivery of phonics and widens the gap that some pupils have in their phonics knowledge compared with their peers. Leaders should ensure that all staff continue to receive training and support to increase their confidence in teaching phonics.
- Some pupils do not have a well-developed understanding of fundamental British values. This means they have gaps in their awareness of aspects of life in modern Britain. Leaders should ensure that the curriculum provides pupils with the necessary opportunities to further develop their understanding of British values.

## **Background**

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the second ungraded inspection since we judged the school to be good in April 2013.

## **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

<b>Unique reference number</b>	108602
<b>Local authority</b>	North Tyneside
<b>Inspection number</b>	10255659
<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	338
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Hilary Cooper
<b>Headteacher</b>	Harriet Bland
<b>Website</b>	<a href="http://www.collingwoodprimary.org.uk">www.collingwoodprimary.org.uk</a>
<b>Date of previous inspection</b>	29 November 2017, under section 8 of the Education Act 2005

## Information about this school

- The school does not use any additional providers of education.
- The school operates a breakfast club on site.

## Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with school leaders and has taken that into account in their evaluation of the school.
- The inspector met with the headteacher, other senior leaders and the special educational needs coordinator. Meetings were also held with the early years leader, subject leaders, class teachers and pupils. Further meetings were held with early career teachers and some support staff.
- The inspector met also with representatives of the local governing body and the school development partner from the local authority.
- The inspector carried out deep dives into reading, mathematics and PE. For each deep dive, the inspector looked at curriculum planning, conducted joint lesson visits with leaders, spoke to pupils about their work and looked at books and samples of work.

- Prior to the inspection, the inspector reviewed documents on the school's website, as well as published information about the school's performance and previous Ofsted inspections.
- The inspector observed pupils' behaviour in classrooms, around the school and at playtime and lunchtime. She spoke with pupils about their views of the school and their learning, behaviour and safety.
- To inspect safeguarding, the inspector spoke to staff, parents and governors. A range of safeguarding information was scrutinised, including the school's policies and records. The inspector spoke to pupils and observed relationships between pupils and adults. The inspector also met with the designated safeguarding lead.
- The inspector spoke to pupils about their views of the school. The inspector considered responses to Ofsted's online survey, Ofsted Parent View. The views of staff were taken into account through a number of meetings as well as their responses to Ofsted's staff survey.

### **Inspection team**

Mary Cook, lead inspector

His Majesty's Inspector

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