

Inspection of Stead Lane Primary School

Stead Lane, The Oval, Bedlington, Northumberland NE22 5JS

Inspection dates: 7 and 8 June 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?

Pupils are proud of their school. They say that they feel happy and valued. Pupils enjoy the positive relationships with their teachers. Parents agree. One parent said, 'Staff members are very welcoming, and their commitment for all children's learning shines through.'

Staff make sure that pupils' well-being and welfare are their top priority. Pupils know that staff care for them. Pupils trust staff to help them if they have any worries. Skilled staff support pupils who may find managing their emotions more difficult.

Leaders have high expectations for pupils' behaviour. Pupils understand these expectations. They conduct themselves well in lessons and play cooperatively. Pupils know what bullying is. Leaders deal with any such incidents swiftly and effectively. This helps pupils to feel safe and secure.

This is an inclusive school. Leaders and staff are determined to help all pupils, including those with special educational needs and/or disabilities (SEND), to achieve well. Leaders successfully use educational outings, visitors and clubs to enrich the curriculum. Pupils enjoy learning because teachers make it interesting and relevant.

Pupils take pride in the leadership roles they have in the school. They are keen to make a positive difference to the school and local community.

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

Leaders are determined to provide a curriculum that inspires and informs all pupils, including those with SEND. They have designed a broad and ambitious project-based curriculum. Where appropriate, leaders link subjects together. This helps pupils make connections between their learning.

The curriculum is carefully sequenced. This allows pupils to build on what they already know. Lessons are structured so that pupils can revisit learning frequently. Teachers have good subject knowledge. Staff use assessment carefully to identify precise gaps in pupils' knowledge. They successfully identify and address any misconceptions.

Leaders expect all pupils, including those with SEND, to follow the same curriculum and have the same enrichment opportunities. Pupils with SEND are identified quickly. Support plans clearly outline the help that these pupils need to access the curriculum. However, some staff, at times, do not adapt the learning, in subjects such as history and science, sufficiently well to ensure the pupils gain the precise support that they need. As a result, some pupils with SEND do not achieve as well as they could.

Leaders have prioritised reading. Staff have regular training. They teach phonics

well. The books that pupils read are closely matched to the sounds they are learning. Staff are quick to identify and support those pupils and children who need extra help in reading. The majority of pupils are successful readers by the end of key stage 1.

Teachers nurture pupils' love of reading. Pupils read a rich and varied collection of books. They enjoy visiting the well-stocked library. Pupils become confident and fluent readers.

Leaders place a strong focus on developing language and communication skills. Vocabulary development starts in the Nursery class. Across the school, pupils talk to each other and adults with confidence. Pupils use a wide range of vocabulary to explain their new learning. For example, Year 6 pupils enjoyed speaking with an Antarctic researcher, who shared their findings on how human behaviour impacts on the world.

The mathematics curriculum is organised effectively. Mathematics is well taught throughout the school. Pupils revisit learning daily. Children in the early years make a prompt start to number work. Reception children have a strong understanding of number in readiness to move on to Year 1. Older pupils demonstrate a strong grasp of calculations, including multiplication tables.

Leaders provide a wide range of opportunities to support the positive personal development of pupils. However, there are some inconsistencies. Pupils understand about diversity and tolerance, but their knowledge of different religions and cultures is limited. Pupils are respectful, and they learn to treat everyone fairly. Pupils know how to keep safe and maintain healthy relationships and lifestyles.

The early years curriculum is well designed. Children show an interest in the environment and are engaged in their learning. The early years staff provide children with a solid foundation. Children are well prepared for their learning in key stage 1.

Behaviour is good. Pupils are polite and well mannered. They find learning exciting, so low-level disruption is extremely rare. Pupils conduct themselves well around school and in the playground.

Leaders show determination to continue developing all aspects of the school's work. Staff appreciate the training they receive. They are supportive of leaders. This is because leaders are mindful of staff's workload and respond to any concerns that staff raise. Those responsible for governance scrutinise leaders' work and provide challenge when necessary.

Safeguarding

The arrangements for safeguarding are effective.

Leaders have created a thorough approach to safeguarding. Staff identify pupils who

are in need. Records are detailed and accurate. They contain a clear timeline of events and show that concerns, where raised, are quickly followed up by actions. Leaders, supported by the pastoral teaching assistant, work effectively with outside agencies to ensure families get the support they need.

Leaders have clear systems in place to ensure that staff are recruited and trained appropriately. Governors complete checks to ensure that safeguarding remains a priority.

Pupils learn about local risks, including the dangers of water and staying safe online.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Some pupils with SEND do not consistently receive the precise adaptations they need to learn well across some subjects, such as history and science. This means that some pupils with SEND do not achieve as highly as they could. Leaders should support staff to adapt the curriculum to ensure that pupils receive precise support to enable them to know more and remember more across the curriculum.
- Pupils' knowledge and experience of religions and cultures other than their own lack depth. They do not have sufficient opportunity to fully explore and celebrate other faiths and cultures. Leaders should continue to strengthen the range of wider cultural experiences that pupils receive.

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	122181
Local authority	Northumberland
Inspection number	10255694
Type of school	Primary
School category	Community
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	236
Appropriate authority	The governing body
Chair of governing body	Ivan Hewitt
Headteacher	Reuben Anderson
Website	www.steadlaneprimary.org
Date of previous inspection	30 January 2018, under section 8 of the Education Act 2005

Information about this school

- The school use an alternative provision.
- There is a breakfast club and after-school provision at the school.

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 inspectors carried out deep dives in these subjects: early reading, mathematics, art and science. For each deep dive, the inspectors met the subject leader, looked at curriculum plans, visited a sample of lessons, spoke to teachers, spoke with some pupils about their learning and looked at samples of pupils' work. Curriculum documents and pupils' work for history, religious education and

languages were also reviewed.

- During the inspection, the inspectors met with the headteacher, deputy headteacher and other school leaders, including the special educational needs coordinator. Meetings were also held with the early years leader, class teachers and other staff in the school.
- The inspectors met with members of the local governing body and held a conversation with a representative of the local authority.
- An inspector listened to pupils read to a familiar adult.
- The inspectors evaluated a range of school documents and looked at information on the school's website, as well as published information about the school's performance.
- The school's single central record was checked, and inspectors met with the school's safeguarding leaders.
- Inspectors observed pupils' behaviour in classrooms, around the school and at playtime and lunchtime. They spoke with pupils about their views of the school and their learning, behaviour and safety.
- Inspectors considered the responses to Ofsted's online questionnaire, Parent View, including free-text responses. Inspectors talked to some parents and discussed school life with pupils.
- Inspectors considered the responses to Ofsted's pupil and staff surveys.

Inspection team

Alison Stephenson, lead inspector	Ofsted Inspector
John Downs	Ofsted Inspector

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