

# Inspection of Hedworthfield Primary School

Linkway, Hedworth Estate, Jarrow, Tyne and Wear NE32 4QF

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Inspection dates: 10 and 11 May 2023

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Early years provision	<b>Outstanding</b>
Previous inspection grade	Good

## **What is it like to attend this school?**

Hedworthfield is a friendly and welcoming primary school. Relationships between the pupils and staff are very positive. Everyone has high expectations of behaviour. Pupils are courteous and polite. Bullying is rare and is dealt with effectively if it happens. Pupils spoken to feel safe in school.

Pupils love being with 'Shadow', the school dog. He contributes to pupils' well-being, acting as a comfort and confidante. Pupils also talk fondly about looking after the chickens and ducks in the school farm. Staff encourage pupils to talk about their feelings and concerns so that they can fully focus on their learning. Pupils blossom as they develop their self-confidence.

Some pupils attend the on-site specially resourced provision for pupils with special educational needs and/or disabilities (SEND). Staff have a thorough understanding of the needs of all pupils, both in the resource base and throughout school. Leaders ensure there is an ambitious curriculum that promotes pride in the local area. There are many visits that widen pupils' experiences. The 'factory school', hosted by a major car manufacturer, helps to raise pupils' aspirations.

The early years environment is vibrant and dynamic. Staff actively model language and encourage children to communicate well with each other. Children are eager to explore nature in the forest school.

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

Leaders know and understand the needs of the community exceptionally well. The detailed curriculum plans make best use of the available local resources. For example, pupils visit the beach to learn more about coastal erosion and visit an Anglo-Saxon farm linked to the history curriculum. Careers education is woven into the curriculum. Older pupils meet with business owners and employers to find out more about the world of work. This gives pupils a real-life context for their learning.

Pupils are particularly enthusiastic about mathematics, art and physical education. This is because the learning activities are often practical with elements of repetition and recall. In these subjects, pupils remember their learning well. In some other subjects, there are some inconsistencies in the way in which curriculum content is taught. Sometimes, teachers do not choose the most appropriate way to engage pupils in learning new knowledge. This means that some pupils struggle to remember their learning.

Leaders prioritise the teaching of phonics. Staff consistently deliver the phonics programme in terms of sounds being taught. However, some of the strategies that staff use when listening to pupils read are not in line with the school's agreed approach to phonics. This hinders some pupils in developing fluency when reading. Some pupils do not enjoy reading and choose not to read in their free time at home.

This means that others in their peer group, who read more widely, have a wider vocabulary and bank of knowledge to use when they start secondary school.

The leadership and management of SEND are strengths. Staff have the highest expectations for pupils with SEND. All pupils access a broad curriculum. Individual plans for pupils are carefully written and targets are broken down into small achievable steps. Leaders work tirelessly with external agencies, parents and carers to ensure that pupils in the specially resourced provision for pupils with SEND have the best possible start.

Early years staff follow a detailed curriculum that prepares the children very well for Year 1. The team makes the most of every opportunity to move children on in their learning. This includes the creation of an exciting nature area where the children love looking at the wildlife. Through these activities, staff model a wide range of vocabulary. The children join in with conversations enthusiastically. They also become confident in creating their own play and learning activities.

Pupils behave well. They enjoy playing together in the spacious school grounds. Leaders promote attendance in a variety of ways. As a result, attendance is improving since the disruption caused by the COVID-19 pandemic.

Fundamental British values and equality issues are discussed in personal, social and health education (PSHE). However, some pupils' understanding of these is not fully secure. There are a wide variety of after-school clubs and enrichment activities. Pupils look forward to the residential experience in Year 6. The choir enjoyed performing at the Sage Concert Hall in Gateshead and the Customs House Music Festival in South Shields. Some pupils have become highly skilled in sports such as cricket and represent the region in competitions.

Teachers value the opportunity to plan with colleagues from their partner school. They also appreciate the time given to them to lead subjects. Leaders of the strongest subject areas have a wealth of knowledge and experience. They are thorough in checking what pupils are learning and highly supportive of staff development.

The members of the governing body invest their time heavily in the school. They undertake monitoring visits and review the provision. Governors are highly supportive of leaders, but they ask challenging questions to hold leaders to account.

## **Safeguarding**

The arrangements for safeguarding are effective.

Pupils are taught how to keep themselves safe in various situations. Online safety is frequently discussed. Pupils learn how to contact the emergency services should they need to. This includes information about the coastguard and mountain rescue.

Staff know their pupils well. They are quick to deliver any additional lessons that may help them consider the risks in the area. For example, older key stage 2 pupils recently received lessons in road safety. Staff are trained to recognise changes in behaviour that may indicate a safeguarding concern. Leaders work with external agencies to meet the safeguarding needs of pupils.

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

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

- Some pupils do not develop sufficient fluency in reading and/or read regularly for pleasure. These pupils are at a disadvantage compared to their peers who have developed a wider vocabulary and can draw on a range of books to compare texts. Leaders should ensure that all staff know how to develop pupils' fluency in reading and apply this knowledge. Leaders should continue to develop ways to encourage pupils to develop a love of reading.
- In some subjects, the pedagogical approach to delivering the curriculum does not engage some pupils in their learning. As a result, these pupils do not remember as much of the curriculum content in these areas. Leaders should review these areas of the curriculum and support teachers to use the most appropriate pedagogical approaches.

## **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>	108699
<b>Local authority</b>	South Tyneside
<b>Inspection number</b>	10255623
<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>	201
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	John Watson
<b>Headteacher</b>	Gemma Jaynes (Executive headteacher)
<b>Website</b>	<a href="https://hedworthfieldprimary.com">https://hedworthfieldprimary.com</a>
<b>Dates of previous inspection</b>	2 and 3 March 2022, under section 8 of the Education Act 2005

## Information about this school

- There is a specially resourced speech and language provision for 26 pupils with SEND based in the school.
- The school is part of the Mosaic Federation, which consists of Valley View Primary School and Hedworthfield Primary School. Both schools are governed by a single governing body and share the same executive headteacher.

## Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- This was the second routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed any continued impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors met with the executive headteacher, the head of school 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 some support staff.

- The lead inspector met with representatives of the governing body and the school development partner from the local authority.
- Inspectors carried out deep dives into reading, mathematics, art and history. For each deep dive, inspectors 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 lead inspector reviewed documents on the school's website as well as published information about the school's performance and previous Ofsted inspections.
- 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 about their learning, behaviour and safety.
- To inspect safeguarding, inspectors spoke to staff, parents and governors. A range of safeguarding information was scrutinised, including the school's policies and records. Inspectors spoke to pupils and observed relationships between pupils and adults. The lead inspector also met with the designated safeguarding lead.
- Inspectors spoke to parents about their views on the school. As well as speaking to parents at the school gate, inspectors 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

Moira Banks

Ofsted Inspector

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