

# Inspection of a good school: King Edward Primary School

Preston Avenue, North Shields, North Tyneside, Tyne and Wear NE30 2BD

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Inspection dates: 4 and 5 October 2023

## **Outcome**

There has been no change to this school's overall judgement of good as a result of this ungraded (section 8) inspection. However, the evidence gathered suggests that the inspection grade might be outstanding if a graded (section 5) inspection were carried out now. The school's next inspection will be a graded inspection.

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

Pupils at this school embody the school values of 'happy, caring and achieving'. They are polite, considerate and friendly members of the school 'family'. Pupils reciprocate the positive and nurturing relationships modelled by staff. They feel safe at the school. Parents agree. A committed team of well-trained staff do all they can to keep pupils safe. One pupil told the inspector, 'There is nowhere in school that feels unsafe.'

Leaders in school have high expectations of themselves, of staff and of pupils. These high expectations result in a very positive environment for learning. Pupils of all ages demonstrate high levels of concentration and focus in lessons. They achieve well as a result of high-quality teaching. This includes pupils with special educational needs and/or disabilities (SEND).

Staff and pupils are proud to be part of the school community. This means that behaviour and attitudes in and around the school are exceptional. This positivity permeates the whole school. Attendance rates are high. Bullying is very rare, but parents and pupils agree that staff would deal with it if it were to occur. Staff support pupils well to help them develop a strong sense of equality and to embrace diversity. A pupil said: 'We respect people for being what they want to be. Everyone would be treated the same.'

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

From children's first days in Nursery, knowledgeable staff immerse children in a language-rich environment. There is strong provision for communication and language. Staff use probing questions to further children's learning. They share stories and rhymes with children and promote a real love of books and stories. Children in early years benefit from rich provision, both in the classroom and in their outside learning area. Staff ensure that children are well prepared for their next stage of education.

During their time in school, pupils develop positive attitudes towards reading. High-quality phonics teaching allows pupils to quickly gain the knowledge and skills that they need to become confident and fluent readers. Careful identification of pupils who may be struggling allows staff to provide extra support to ensure that pupils are able to keep up with their peers. The school does its utmost to remove all barriers to achievement for pupils. There are welcoming reading areas in classrooms and around the school. This ensures that reading for pleasure has a high profile.

The school has created a bespoke, high-quality curriculum which builds on prior knowledge and skills. It allows children of all abilities to achieve highly. Observant staff make adaptations to this curriculum to ensure that pupils of all abilities, including those who are disadvantaged and those with SEND, can succeed. Teachers use assessment to identify pupils who may need additional help, and they put this effective support in place. It enables pupils to keep up in their learning with their peers. Pupils show high levels of focus and concentration in lessons. This means that the work they produce is often of a very high standard. In art, for example, the well-sequenced progression of skills and careful modelling by staff allows pupils to create artwork of exceptional quality. Lessons proceed without disruption due to the exceptional behaviour and attitudes across the school. Pupils talk with confidence about how their learning builds on work that they have done in previous lessons and previous years.

The school has a carefully considered approach to pupils' wider development. The curriculum allows pupils of all ages to develop a secure understanding of different faiths, world religions and cultures. Children learn about a wide range of moral and social issues. These include mental health, personal safety, different families, gender issues and ways to improve the environment. There is a wide range of after-school clubs open to pupils. There are many opportunities for pupils to take on a responsibility, including school councillors, eco-warriors, healthy ambassadors and curriculum leaders. Pupils perform these roles with admirable diligence. Staff give children in the school's extended Nursery provision responsibility for preparing and chopping their own healthy fruit and vegetables at snack time. Pupils were enthusiastic about opportunities to walk, and care for, Winnie and Nigel, the two school dogs.

School leaders, and those responsible for governance, share high ambition for all pupils and staff. While expectations are high, the school engages with staff to ensure that they are well supported to fulfil their roles in school. For example, leaders give staff adequate time to monitor their curriculum areas. Staff were adamant that leaders are considerate of their workload and well-being. Governors have a comprehensive understanding of the school and hold leaders to account.

## **Safeguarding**

The arrangements for safeguarding are effective.

## **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 November 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](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

## School details

<b>Unique reference number</b>	108573
<b>Local authority</b>	North Tyneside
<b>Inspection number</b>	10289977
<b>Type of school</b>	Primary
<b>School category</b>	Maintained
<b>Age range of pupils</b>	3 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	450
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Jonathan Heath
<b>Headteacher</b>	Kate Byrne
<b>Website</b>	<a href="https://kingedward.org/">https://kingedward.org/</a>
<b>Date of previous inspection</b>	19 April 2018, under section 8 of the Education Act 2005

## Information about this school

- There have been no significant changes to the school since the previous inspection.
- The school operates an out-of-school club and a separate extended provision for Nursery children.
- The school is exploring the possibility of creating a new multi-academy trust in 2024.
- The school does not use alternative provision.

## Information about this inspection

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the school and has taken that into account in their evaluation of the school.
- The inspector met with the headteacher, school leaders, other school staff, representatives of the governing body and the local authority's senior school improvement officer.

- The inspector carried out deep dives in these subjects: reading, art and mathematics. For each deep dive, the inspector held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- The inspector listened to pupils from a range of year groups reading to a familiar adult.
- The inspector also discussed the curriculum in some other subjects.
- To evaluate the effectiveness of safeguarding, the inspector reviewed the single central record; met with those responsible for safeguarding; took account of the views of leaders, staff and pupils and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- The inspector considered the responses to the staff and pupil online surveys and Ofsted Parent View, including the free-text comments.

### **Inspection team**

Richard Beadnall, lead inspector

His Majesty's Inspector

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