

# Inspection of a good school: Hedworth Lane Primary School

Hedworth Lane, Boldon Colliery, Tyne and Wear NE35 9JB

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Inspection dates:

26 and 27 March 2024

## Outcome

Hedworth Lane Primary School continues to be a good school.

## What is it like to attend this school?

Hedworth Lane Primary School is, rightly, proud of being a place of learning and caring. The school has very high expectations of pupils. There are three simple school rules. These are: show respect and care to all people and things; try to be the best you can be; and keep yourself and others safe. Pupils are clear about the rules and follow them consistently well. As a result, the atmosphere around school is positive and productive.

At playtime, pupils enjoy the opportunities to be creative together and play team sports. Pupils engage well with the school's outdoor play and learning resources. There is a strong anti-bullying culture in the school. Pupils learn how to recognise bullying through the acronym 'STOP', which stands for 'several times on purpose'. Incidents of bullying are rare. Pupils trust that adults in the school will respond quickly to any worries that they have. Pupils are happy and safe.

There are high expectations for pupils' achievement at the school. All pupils, including those with special educational needs and/or disabilities (SEND), benefit from a broad curriculum that is taught consistently well. Pupils achieve well in their national tests at the end of key stage 2.

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

The school's curriculum is having a positive impact on pupils. Pupils are able to remember what they have been taught over time. They can apply their knowledge well. For example, in geography, pupils can use their knowledge of carbon footprint and greenhouse gases to discuss the advantages and disadvantages of growing and selling produce in the United Kingdom. In mathematics, pupils in key stage 2 apply their knowledge of algebra effectively to find the value of shapes. Pupils are prepared well for the academic demands of secondary school.

The curriculum is taught consistently well. Teachers have a secure subject knowledge. They provide pupils with clear explanations. Teachers adapt the curriculum to support

pupils with SEND. At times, teachers do not check systematically what pupils know and remember. This means that, sometimes, teachers do not pick up on pupils' misconceptions. It also means that, sometimes, teachers do not identify pupils who are not as engaged in lessons as they could be.

The school has recently introduced a new curriculum in some subjects. The school has made this change so that pupils have a deep knowledge of individual subjects beyond English and mathematics. Where the curriculum is new, it is effective because it is preparing pupils well for future learning. However, the implementation of it is in its early stages. It is still being embedded. As such, it is not having the full impact that the school intends.

Reading is a high priority in the school. The school delivers an appropriate phonics programme consistently well. Pupils read with increasing levels of accuracy and fluency. This includes pupils who receive additional support. Pupils enjoy reading and experience a range of opportunities to regularly read aloud. The school uses a range of high-quality books and stories to support learning across the curriculum.

Relationships between adults and pupils are strong because the school teaches pupils to be respectful. Lessons are calm and orderly. Disruption in lessons is very rare. Pupils make a helpful contribution around school to support their peers during social times in the role of outdoor play ambassadors. Pupils attend school regularly. The school works closely with families where attendance does not meet their high expectations.

The opportunities for personal development in the school are wide-ranging. Pupils are taught to keep themselves safe and healthy. Pupils learn about diversity and celebrate different cultures. This has resulted in the school being awarded the International School Award. The school provides a range of opportunities for pupils to develop their interests, including in drama, rock band and sports. Pupils are proud to hold positions of leadership in school. They enjoy being eco-leaders and sports leaders, as well as members of the school council.

Governors fulfil their statutory duties. They visit the school regularly. This helps them to have a secure understanding of the strengths and priorities in the school. Staff are proud to work at the school. They feel well supported.

## **Safeguarding**

The arrangements for safeguarding are effective.

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

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

- The implementation of the new curriculum in some subjects is in the early stages. This means that the impact of this curriculum has not been realised. The school must

embed the foundation curriculum consistently well so that pupils secure and deepen their knowledge and skills in these subjects.

- At times, the school does not check systematically in lessons what pupils know and remember. This means that they do not always identify the misconceptions that pupils have or when pupils are not fully engaged in their learning. The school must ensure that teachers check pupils' knowledge and understanding systematically in lessons. This is so that teachers ensure that all pupils are fully engaged in their learning and that gaps in knowledge can be quickly identified and addressed.

## 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 October 2018.

## 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>	108686
<b>Local authority</b>	South Tyneside
<b>Inspection number</b>	10297259
<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	283
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Nicola Houghton
<b>Headteacher</b>	Claire Hutchinson
<b>Website</b>	<a href="http://www.hedworthlanepprimary.co.uk">www.hedworthlanepprimary.co.uk</a>
<b>Date of previous inspection</b>	16 October 2018, under section 8 of the Education Act 2005

## Information about this school

- The current headteacher joined the school in January 2023.
- The school does not currently use any 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 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 spoke with the headteacher and other leaders, including the special educational needs coordinator, about progress since the last inspection.
- The inspector met with members of the governing body and spoke to a representative from the local authority.
- To evaluate the quality of education, the inspector carried out deep dives in these subjects: early reading, mathematics and geography. 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 also spoke with the subject leader of art and design and design technology.
- The inspector spoke to pupils in groups and around the school during social times.
- To evaluate the effectiveness of safeguarding, the inspector: reviewed the single central record; 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 discussed the personal, social, health and economic education curriculum with leaders and spoke to pupils about how this curriculum and associated experiences support their understanding.
- The inspector evaluated the responses to the online parent, pupil and staff surveys.

### **Inspection team**

Dan McKeating, lead inspector

His Majesty's Inspector

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