

Inspection of Brandling Primary School

Mulberry Street, Felling, Gateshead, Tyne and Wear NE10 0JB

Inspection dates: 26 and 27 June 2024

Overall effectiveness

Good

The quality of education

Good

Behaviour and attitudes

Good

Personal development

Outstanding

Leadership and management

Good

Early years provision

Good

Previous inspection grade

Requires improvement

What is it like to attend this school?

This is a friendly and welcoming school. Positive relationships between staff and pupils help pupils to feel happy and safe. Staff take time to get to know all pupils. Older pupils who speak English as an additional language, help younger pupils to quickly settle. Pupils say that everyone is treated equally.

Staff have high expectations of what pupils can achieve. All pupils follow the school's ambitious curriculum, including pupils with special educational needs and/or disabilities (SEND). Leaders have developed a curriculum that interests pupils. Staff with expertise in language and communication effectively support pupils who speak English as an additional language to access the full curriculum. Pupils achieve well at the end of key stage 2, particularly in reading.

The school's personal development offer is exceptional. All pupils benefit from a wide range of experiences. For example, pupils enjoy yoga, cookery and dance. Pupils develop their talents by participating in events, such as the Gateshead Dance Festival and athletics competitions. The school works tirelessly to strengthen links with the local community. For example, events with 'Friends of Brandling' bring families together to enjoy games and quizzes.

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

Since the previous inspection, new leaders have united staff to make significant improvements in the school. The new improved curriculum clearly defines the important knowledge and vocabulary that pupils should learn as they progress through the school. Teachers use detailed curriculum information to break down learning into manageable steps. In mathematics, activities in lessons ensure pupils revisit prior learning to prepare them for new learning. Teachers identify gaps in pupils' knowledge during lessons. Short 'snappy maths' sessions after lunch help pupils to keep up in mathematics lessons. Pupils achieve well in mathematics by the end of key stage 2. In some areas of learning, assessment is not used consistently well to check gaps in pupils' knowledge. This means that work is sometimes too hard for some pupils. Sometimes, teaching does not move learning on when pupils are ready.

Teaching supports pupils to gain important knowledge across the curriculum. Children in the early years visit places of interest, such as the beach. This helps children to understand the similarities and differences between the seaside and where they live. As pupils progress through the school, they learn about different localities in the United Kingdom and the world. For example, pupils in Year 6 read 'Prisoners of Geography' by Tim Marshall. They learn how the physical characteristics of different countries affect their strengths and vulnerabilities. Teachers use assessment to identify how well pupils remember important knowledge. Staff support pupils who speak English as an additional language to plug gaps in knowledge before lessons.

The school has invested in a wide range of quality texts to develop pupils' love of reading. Some texts, such as 'Sleeper and the Spindle' by Neil Gaiman, help pupils to understand the importance of being responsible citizens. Dedicated whole-class reading is prioritised each day to support pupils' enjoyment of reading.

The system for teaching pupils to read is consistently followed by staff from the start in Reception. Reading books match the letter sounds that pupils know. Staff make frequent checks on pupils' learning. Pupils who need to catch up receive appropriate support. Pupils practise reading often to ensure they learn to read accurately and fluently.

Provision is suitably adapted to support pupils with SEND, including in the early years. Classrooms are calm and quiet environments. This supports pupils' concentration. The school works effectively with external agencies, including healthcare, to ensure that the support pupils receive is closely matched to their individual needs. Pupils with SEND achieve well.

From the early years, children learn to manage their feelings effectively. The school offers high-quality pastoral support, including counselling to support pupils' emotional well-being and mental health. The school does everything it can to help pupils to attend school often and on time. For example, pupils enjoy an early start and breakfast.

The school's exceptional personal development offer is purposefully designed to provide pupils with opportunities to become active and responsible citizens. For example, leadership roles for pupils include Eco-Warriors, team captains and elected members of the school council. Pupils learn how to keep themselves safe online and in the local community, including on the 'Metro' train. Pupils enjoy travelling to local places of interest connected to the curriculum, such as 'The Centre for Life'.

Governors have improved their oversight of the school. They visit the school to observe the impact of leaders' actions to improve provision for all pupils. Staff appreciate the focus on their professional development and well-being. They are proud to work at the school.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some areas of the curriculum, checks on pupils' knowledge are not consistent. Sometimes, opportunities to move pupils' learning forward are missed and, sometimes, pupils move on to new work before they are ready. Leaders should

support teachers to use assessment to adapt teaching to ensure all pupils make the progress that they could.

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

Unique reference number	108359
Local authority	Gateshead
Inspection number	10340035
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	238
Appropriate authority	The governing body
Chair of governing body	Ed Bartley
Headteacher	Aimi Clennell
Website	www.brandlingprimaryschool.org.uk
Dates of previous inspection	21 and 22 June 2022, under section 5 of the Education Act 2005

Information about this school

- A new deputy headteacher took post in September 2022.
- The school has specially resourced provision for pupils with speech, language and communication needs. Currently, four pupils access the resourced provision.
- The school does not use any alternative provision.

Information about this inspection

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

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- Inspectors discussed any continued impact of the pandemic with the school and have taken that into account in their evaluation of the school.

- Inspectors spoke to a range of school leaders including the headteacher, deputy headteacher, seconded special educational needs coordinator (SENCo) and newly appointed SENCo. The lead inspector also spoke to the school's school improvement partner from the local authority. The lead inspector met with the chair, and vice-chair, of the governing body.
- Inspectors carried out deep dives in these subjects: reading, mathematics and geography. For each deep dive, inspectors 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.
- Inspectors also discussed the curriculum in some other subjects.
- The lead inspector observed some pupils reading to a familiar adult.
- To evaluate the effectiveness of safeguarding, inspectors: 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.
- Inspectors considered the responses to Ofsted's surveys for parents and carers, pupils and staff.

Inspection team

Kathryn McDonald, lead inspector

His Majesty's Inspector

Jacqueline Mowat

Ofsted Inspector

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