

Inspection of South Wellfield First School

Otterburn Avenue, South Wellfield, Whitley Bay, Tyne and Wear NE25 9QL

Inspection dates:	8 and 9 October 2024
The quality of education	Good
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Good

What is it like to attend this school?

Pupils embody the values of this nurturing, warm and supportive school. Pupils flourish because they are cared for deeply. There is a culture of high expectations. Pupils' needs are at the heart of every decision the school makes. An atmosphere where respect is commonplace has been created by the school. Pupils feel happy and safe in school. They attend eagerly and regularly and are keen to learn.

Pupils are routinely kind to each other. The behaviour they show at all points of the day is praiseworthy. The school has high expectations. Everyone models and meets these expectations. Pupils are respectful and understanding of each other's needs. They show consideration and care.

The school has designed a curriculum that prepares pupils well for their future education. Staff are ambitious for their pupils. As a result, pupils achieve well. This includes pupils with special educational needs and/or disabilities (SEND).

Pupils participate in a wide range of clubs and extra-curricular activities. These include gardening, handball, music and archery. Activities on offer are tailored to pupils' interests and talents. Learning is enhanced through a range of visits. For example, residential stays away and visits to castles and islands.

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

The school has established an ambitious curriculum. Staff have identified the most important knowledge that pupils need to learn. Adults make sure that pupils learn this knowledge in an order that builds their understanding. In history, for example, pupils learn about what a civilisation means before looking in more detail at the Ancient Greek and Egyptian civilisations. Across subjects, teachers and support staff have the appropriate knowledge they need to teach the curriculum. Teachers use well-considered questions to check pupils' understanding.

In early years, children are happy to come to school and enjoy the learning that is on offer. For example, children in nursery excitedly talk about the sounds they would hear in the farmyard. They relish showing their ability to make each animal noise. Children develop respectful relationships and show their care and consideration for each other. Adults model positive ways in which children can interact with others. The early years curriculum supports children's number, communication and early reading skills. Some aspects, however, are less precise in supporting learning in the wider curriculum. This means that children do not always learn the important things they need to know.

The school has a rigorous approach to identifying any additional needs pupils may have. There are robust systems in place to ensure pupils with SEND get the help they need. The school's highly effective support for pupils with SEND ensures they achieve well.

The school has prioritised reading. Staff are well trained in the delivery of phonics. Children in nursery begin learning sounds straightaway. Reception and Year 1 phonics are

consistently and precisely taught. The school uses assessment well to precisely highlight any gaps in pupils' phonics knowledge. Pupils then receive bespoke support, tailored to individual need. This high-quality phonics teaching supports pupils to secure high outcomes in national checks at the end of Year 1. Pupils enjoy many opportunities to read for pleasure.

The opportunities for pupils' personal development are exemplary. The personal development and well-being provision is designed to help pupils to understand themes such as online safety, positive friendships and mental health. Pupils learn about a wide range of cultures and to respect that people are all unique. Pupils' talents and interests are enhanced through many after-school clubs and activities. Pupils take up these opportunities readily. The school enables all pupils to attend clubs if they wish to do so. They are supported by all adults in school to be ambitious and aspirational for themselves. Even at such a young age, pupils are clear on what they can contribute to the world.

Pupils are taught the importance of respect and helping others, and this is reflected in their exemplary behaviour in school. They have a particularly good understanding of their own responsibility for their behaviours. Bullying is rare. In discussion, pupils are articulate and confident about explaining what being well behaved means. They know it is not about 'rules' but rather a way to live and act both in school and outside in the community.

Governors have a good understanding of the school. Staff are very positive about the way that the school considers their well-being and workload into account. Staff feel proud to be part of 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)

- Some aspects of the wider curriculum for the youngest children are less precise in supporting their learning. This means that on occasion they are not learning the important things they need to know. The school should continue to refine the curriculum so that learning is well identified and well supported across all areas.

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 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	108588
Local authority	North Tyneside
Inspection number	10346258
Type of school	First
School category	Community
Age range of pupils	3 to 9
Gender of pupils	Mixed
Number of pupils on the school roll	332
Appropriate authority	The governing body
Chair of governing body	Carol Murphy
Headteacher	Andrew Richardson-Brown
Website	www.southwellfieldfs.org.uk
Dates of previous inspection	8 and 9 June 2021, under section 8 of the Education Act 2005

Information about this school

- Since the last inspection, a new headteacher has been appointed.
- 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. During a graded inspection, we grade the school for each of our key judgements (quality of education; behaviour and attitudes; personal development; and leadership and management) and for any relevant provision judgement (early years and/or sixth-form provision). Schools receiving a graded inspection from September 2024 will not be given an overall effectiveness grade.

- Inspections are a point-in-time evaluation of 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 met and spoke to the headteacher, senior leaders, curriculum leaders and other staff from the school. The inspector also met and spoke to governors and the school's improvement partner.
- Inspectors carried out deep dives in reading, mathematics, history and music. 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 samples of pupils' work.
- 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 views of parents, pupils and staff, including through Ofsted's online surveys.

Inspection team

Anne Vernon, lead inspector	Ofsted Inspector
Annalei Bartlett	Ofsted Inspector
Olie Flitcroft	Ofsted Inspector

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