

Inspection of King Edward Primary School

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

Inspection dates:	10 and 11 June 2025
The quality of education	Good
Behaviour and attitudes	Outstanding
Personal development	Good
Leadership and management	Good
Early years provision	Outstanding
Previous inspection grade	Good

What is it like to attend this school?

Pupils are full of enthusiasm about their experience at this happy and caring school. Pupils are well supported by staff. Pupils demonstrate excellent attitudes to their learning. There are high expectations for everyone to succeed. Pupils rise to these expectations and many achieve highly. Respect and tolerance for others are important values at the school. Pupils say that bullying rarely, if ever, happens.

Staff and pupils share positive relationships. If pupils have a worry, they know that staff will help them to resolve it. Pastoral care for pupils is very effective. Staff know and care for children well. Children in the early years are nurtured from the moment they start school. Staff ensure that clear routines and high expectations are embedded. Children make an exceptionally strong start to their education.

The school provides a vast array of enrichment opportunities. Educational trips and visits are a highlight of the year for many pupils. Residential visits develop pupils' resilience and independence. A range of 'mini clubs' at lunchtime and after school cater for a wide range of interests. These include gardening, art and a variety of sports. Children in the early years benefit from a varied and stimulating outdoor provision.

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

The curriculum that pupils learn is regularly reviewed by the school. Suitable changes are made to ensure it remains ambitious, relevant and engaging. Staff emphasise what pupils need to know and remember. New information is presented clearly so that pupils understand what they need to do to succeed. Staff ask questions that help pupils to appreciate increasingly complex topics. Children develop exceptionally well in the early years because of the quality of the curriculum, resources and interactions with staff.

The school has systems and processes to check how well pupils have learned the intended curriculum. However, the school's approach to this is inconsistent. Information about what pupils have, and have not, remembered is sometimes not used effectively to adapt future learning. In some subjects, some pupils have not mastered the curriculum in sufficient depth. This is not the case in the early years. Here, children quickly gain the knowledge and skills they need and are well prepared for key stage 1.

The school has recognised that not all pupils have the skills and knowledge to write increasingly complex pieces of text. The curriculum for writing has undergone significant change. This is beginning to improve the quality of pupil's written work. For example, pupils writing has greater accuracy and uses a wider range of vocabulary.

Pupils love to read and have regular opportunities to do so. Staff in the early years engage children in stories and rhymes that enthral them. Phonics is expertly taught by staff throughout the school. Pupils learn to read quickly, with fluency and understanding. Those pupils at an early stage of learning to read who need extra support receive it. Pupils' understanding of new vocabulary is deliberately developed at the school.

Pupils with special educational needs and/or disabilities (SEND) are fully included in the school community. The support pupils with SEND get in lessons is effective at helping them learn the intended curriculum. In the early years, children with SEND are especially well supported. For example, adaptations to the curriculum and learning activities are precise. Staff benefit from bespoke training linked to the specific needs of the children they work with.

The school develops pupil's social, moral and economic understanding well. Pupils appreciate the importance of being part of their local community, for example, through raising money for charity or taking part in art projects. Pupils know how to stay healthy mentally and physically. There are numerous opportunities for games and sports at the school. The school also aims to develop pupil's spiritual and cultural understanding. This aspect of the school's work is less well developed. Some pupils do not have a strong understanding of other faiths, cultures and the fundamental British values. However, children in the early years through to the end of key stage 2, are kind and accepting of others' differences.

The school has made deliberate efforts to listen to staff and respond to their feedback. Staff feel well supported and empowered to make the right choices for the pupils they teach. Staff at all levels value ongoing professional development. Governors are passionate about giving pupils the very best education. They have a wide range of skills and relevant knowledge. However, the information they receive about pupils' achievement is limited. This has an impact on the effectiveness of the support and challenge they provide.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The school does not have a consistent approach to analysing the impact of the curriculum on all pupils, including the most disadvantaged. This limits how well some pupils achieve over time, especially in writing. The school should ensure that they have a commonly understood and strategic approach to identifying and supporting pupils to achieve consistently strong outcomes in all areas of the curriculum.
- Pupils' understanding of different faiths, cultures and important British values is not consistently well developed. This has an impact on pupils' preparation for life beyond school and in wider society. The school should ensure that the personal development programme emphasises this important knowledge and that it is well understood by all pupils.

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	108573
Local authority	North Tyneside
Inspection number	10346255
Type of school	Primary
School category	Foundation
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	468
Appropriate authority	The governing body
Chair of governing body	Jonathan Heath
Headteacher	Kate Byrne
Website	www.kingedward.org
Dates of previous inspection	4 and 5 October 2023, under section 8 of the Education Act 2005

Information about this school

- The school operates an out-of-school club and a separate extended provision for Nursery children.
- The school uses no providers of alternative education.

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 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 met with the headteacher, senior leaders and representatives of the governing body. Inspectors spoke to teaching and non-teaching staff. The lead inspector met with a representative from the local authority.
- To evaluate the quality of education, deep dives were carried out in English, early reading, mathematics, history and art and design.
- Inspectors also spoke to leaders about the curriculum in some other subjects.
- Inspectors observed pupils' behaviour in and out of lessons. They examined the schools' behaviour and attendance records. They spoke to pupils about conduct and expectations at the school.
- Inspectors met with the SEND coordinator. They looked at a range of documentation, including education, health and care plans and individual learning plans. Inspectors also checked how pupils with SEND are supported in lessons.
- To evaluate the effectiveness of safeguarding, the 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 responses to Ofsted's pupil and staff surveys. They also considered responses to Ofsted's online survey, Ofsted Parent View, including the free-text comments.

Inspection team

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