

Bede Burn Primary School

Inspection report

Unique Reference Number	108693
Local Authority	South Tyneside
Inspection number	288157
Inspection dates	12–13 July 2007
Reporting inspector	Gordon Potter

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number on roll	
School	194
Appropriate authority	The governing body
Chair	Mrs Jean Moreland
Headteacher	Miss Noreen Reid
Date of previous school inspection	1 March 2003
School address	Dene Terrace Jarrow Tyne and Wear NE32 5NJ
Telephone number	0191 4897376
Fax number	0191 4286748

Age group	4–11
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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

Bede Burn is an average sized primary school. It serves an area with a broad socio-economic mix. The proportion of children with learning difficulties and/or disabilities is average. The vast majority of children are of White British heritage. The proportion of pupils eligible for free school meals is average but increasing.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 3

Bede Burn Primary is a satisfactory school. It has good features. Pupils' personal development and well-being, the curriculum and the personal care that pupils receive are strengths of the school. Pupils are satisfactorily prepared for the next phase of their education. Most pupils say they feel safe and enjoy school. Pupils enjoy taking responsibility and contribute well to the community. Most attend school regularly and behaviour in lessons and around the school is good.

Pupils' achievement is satisfactory and they make satisfactory progress throughout school. Children start school in the Reception class with average skills and by the end of Reception and Year 2 standards are average. In Year 6, standards are usually above average but the results of national tests in 2006 were average. School records show that in 2007 standards rose in mathematics and science, but are similar to those of 2006 in English. This is because standards in writing are below average as pupils do not always have enough opportunities to practise their writing skills. Although the overall quality of teaching is satisfactory there is some that is good. Some of the most effective teaching encourages the pupils to think for themselves and provides good opportunities for speaking and listening. However, the pace of the pupils' learning slows when the teaching lacks pace and challenge. Recent efforts to ensure that pupils' work is marked consistently well with clear targets for improvement set, have had a good effect on Year 6 science results in 2007, but the marking of pupils' work does not always show them what they should do to improve.

Leadership and management are satisfactory. The school's evaluation of its effectiveness is accurate and shows clearly what needs to improve in its plans. Identified priorities are being implemented, but not always quickly enough to bring about the necessary improvements. Governors have appointed a new leadership team and the school is now in a good position to increase the pace of change. The school has addressed the areas for improvement from the previous inspection.

What the school should do to improve further

- Raise standards in writing, giving pupils more opportunities to practise their skills.
- Use assessment and marking more effectively so pupils know what they need to do to improve.
- Increase the pace with which initiatives are implemented.

A small proportion of schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Achievement and standards

Grade: 3

Pupils' achievement is satisfactory. They start school with skills and knowledge broadly average for children of their age. Children make satisfactory progress in the Reception class and, by the time they start Year 1, most have reached the standards expected for their age. The results of assessments in Key Stage 1 are usually above average but fell in 2006. School records show that the results in 2007 are higher than those of 2006 and are similar to those of previous years in reading and mathematics, but are not high enough in writing.

In Key Stage 2, the results are usually above average but fell to average in 2006. The unvalidated results for 2007 improved in mathematics and science. English results are not as high as those of the other two subjects because the pupils' scores in writing are not good enough. Pupils make satisfactory progress from their starting points because teaching is satisfactory. Pupils with learning difficulties and/or disabilities make satisfactory progress.

Personal development and well-being

Grade: 2

Pupils' personal development, including their moral and social development, is good. Pupils behave well and older pupils are good at promoting harmony around the school, especially through peer mediation. Consistently good attendance indicates how much pupils enjoy school. They have positive attitudes to learning, are eager to learn new things and self-reliant when working on their own. They are particularly good at working cooperatively.

Pupils benefit from good cultural opportunities in music and art, but do not develop enough awareness of the multicultural nature of today's society. The school does well to promote pupils' self-esteem, but pupils' spiritual development is satisfactory overall.

Pupils have a good understanding of how to lead a healthy lifestyle. They know about balanced diets and the need for regular exercise. The school council is effective, notably in fundraising, and pupils acquire a sound sense of community in school and beyond.

Quality of provision

Teaching and learning

Grade: 3

The quality of teaching and learning is satisfactory. Teachers ensure that pupils know what they are to learn and what they have to do to achieve. Pupils are involved in interesting and often practical experiences, which stimulate their learning. Teachers ask probing questions, which promote good thinking skills and there are good opportunities for speaking and listening. Work is planned to meet the needs of individual pupils. Pupils have good individual learning plans, but teachers' planning does not always take their needs into account enough. Support within lessons, though, is generally good. In some lessons, teachers do not allow pupils sufficient opportunities to be actively involved in their learning or to answer questions effectively. Also, some lessons lack a brisk pace and a range of activities.

Teachers have good relationships with their pupils. Pupils behave well in lessons and cooperate well with one another, particularly when working in pairs or groups. Marking, although good at times, does not consistently inform pupils what they need to do to improve.

Curriculum and other activities

Grade: 2

The school has a good curriculum. Its strong focus on the development of basic skills has helped to raise standards in mathematics and science in Key Stage 2. Teachers are increasingly promoting skills in literacy and information and communication technology (ICT) through other subjects. The curriculum is well enriched outside lessons through many clubs after school, and a good range of visits and visitors.

The provision for pupils with learning difficulties and/or disabilities is satisfactory. The school is good at identifying the most able pupils and provides individualised and challenging work for them. The outdoor classroom is good, with ample scope for sports and environmental activity. The Foundation Stage has a good new play area which is strengthening coordination skills.

Care, guidance and support

Grade: 3

The school takes good care of its pupils. Systems for safeguarding pupils are effective and conform to government requirements. For example, all adults at the school are carefully vetted and regular risk assessments by the caretaker, supported by local authority expertise, ensure that the accommodation is safe and secure. Teachers know pupils well and are keen to respond to their pastoral needs. Pupils know that staff have their best interests at heart and appreciate their achievement in all areas. Good links with outside agencies benefit pupils' well-being, especially the more vulnerable pupils.

Academic guidance is satisfactory. The school has recently introduced a good system to monitor pupils' progress, so staff can now identify pupils who are underachieving and provide extra support. The impact of the system has not yet had enough time to influence achievement appreciably. Pupils find that individual targets are beginning to improve their writing, but the school has not yet extended this practice to other subjects, except science.

Leadership and management

Grade: 3

Leadership and management are satisfactory. There have been some changes in the school leadership team owing to the promotion and retirement of staff. The governors have ensured that new key staff have been appointed who can support the new headteacher to improve the school. The headteacher and subject leaders have focused on raising standards in the core subjects of English, mathematics and science and this has led to improved results in reading, mathematics and science in Year 6 tests in 2007. The headteacher has developed the accommodation by partitioning classrooms and developing the outside play area to improve learning opportunities. She and senior leaders regularly monitor the quality of teaching and learning to ensure that pupils' needs are being met. The school's improvement plan identifies appropriate areas for development. Self-evaluation is good. The school knows itself well but identified improvements have not been implemented quickly enough to have had an impact, for example, in pupils' writing. The recent progress made under the leadership of the new headteacher and the desire of the staff to embrace new initiatives show that the school has good capacity to improve.

The school has effectively addressed the key issues from the previous inspection. Governors contribute to the development of the school by visiting classrooms, playing a role in the school's self-evaluation and providing a satisfactory level of challenge for school leaders. The school provides satisfactory value for money.

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Annex A

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	3
How well does the school work in partnership with others to promote learners' well-being?	2
The quality and standards in the Foundation Stage	3
The effectiveness of the school's self-evaluation	2
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

How well do learners achieve?	3
The standards ¹ reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	3
How well learners with learning difficulties and disabilities make progress	3

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The behaviour of learners	2
The attendance of learners	2
How well learners enjoy their education	2
The extent to which learners adopt safe practices	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners make a positive contribution to the community	3
How well learners develop workplace and other skills that will contribute to their future economic well-being	3

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	3

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

Annex A

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively performance is monitored, evaluated and improved to meet challenging targets	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	3
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

16 July 2007

Dear Pupils

Inspection of Bede Burn Primary School, Jarrow, Tyne and Wear, NE32 5NJ

Thank you for the warm welcome and for the way you helped me find out about all the things you do at school. I enjoyed visiting your school and found it to be satisfactory and getting better.

These are some of the things we found out about your school.

- You are well cared for in school.
- You make satisfactory progress in your work and reach average standards in tests.
- You enjoy trips and after school clubs and activities.
- Teaching and your learning are at least satisfactory and in some lessons they are good.

This is what we think your school should do now.

- Help you to reach even higher standards in writing
- Make lessons more challenging and exciting.
- Explain more precisely to you what you need to do to improve your work.

You can help your school improve by continuing to work well with your teachers to do the very best you can.

Yours sincerely

Mr G Potter

Lead inspector