

Bede Burn Primary School

Inspection report

Unique Reference Number	108693
Local Authority	South Tyneside
Inspection number	337123
Inspection dates	10–11 June 2010
Reporting inspector	Clive Petts

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 of pupils on the school roll	182
Appropriate authority	The governing body
Chair	Mrs Jean Morland
Headteacher	Ms Noreen Purvis
Date of previous school inspection	12 July 2007
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Introduction

This inspection was carried out by three additional inspectors. Inspectors visited eight lessons and observed seven class teachers. They held meetings with governors, staff and groups of pupils, analysed 91 questionnaire responses from parents and carers and looked at questionnaires from staff and pupils. The team also looked at development plans, data on pupils' progress, documents relating to the safeguarding of pupils and the school's policies and procedures, pupils' current and past work and spoke to the School Improvement Partner to discuss his reports.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following.

- The current achievement, patterns of progress and the attainment for all groups of pupils, particularly the more able and talented.
- The effectiveness of Early Years Foundation Stage, including the rate of progress that children make, the quality of outdoor learning, the quality of leadership and management and its impact on children's learning.
- The success of leadership and management in building the capacity to secure and sustain improvements in achievement and accelerate the rate of pupils' progress.

Information about the school

Bede Burn Primary is a smaller than average school. Nearly all pupils are from a White British background with none who speaks English as an additional language. The proportion known to be eligible for free school meals is just below average. An average number of pupils have special educational needs and/or disabilities with very few pupils having a statement of special educational needs. The deputy headteacher is currently acting as headteacher in the long-term absence of the headteacher.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

3

The school's capacity for sustained improvement

3

Main findings

Bede Burn is a satisfactory school which is beginning steadily to improve. Senior leaders have taken concerted action over the last year to tackle underachievement. Despite unsettled senior leadership, the deputy headteacher has been a driving force maintaining the improvements that can now be seen. Pupils' personal development is good because the school takes very good care of everyone in a happy, friendly atmosphere. Children settle quickly and happily in the in Early Years Foundation Stage to make good progress despite the limited opportunities outdoors to explore and discover by themselves. Parents and carers are happy that their children are kept safe and experience a high level of enjoyment of school life. The comment from a parent, 'There is a wonderful ambience within the school,' reflects the views of many.

There has been a slide in attainment at the end of Year 6 over the last three years. As a result of the initiatives adopted, this has been reversed, with achievement improving and the rate of pupils' progress quickening. The school's current information points to faster progress being made by all pupils, including those with special educational needs and/or disabilities. Attainment in the current Year 6 is rising to above average in English and mathematics, although science attainment is a little below average. Above average numbers of pupils are on course to reach higher levels in English and mathematics but below average numbers in science. Overall, teaching is satisfactory, though currently more inspired approaches are promoting at least good learning as teachers' expectations of what can be achieved rise and challenge is consistently embedded in all lessons. The use of assessment information is getting better but it does not always systematically identify pupils' next steps for improvement. Good and sometimes excellent relationships are usual. Above average attendance reflects pupils' enjoyment of school. The active school council enables pupils to make a positive contribution to the school's improvement. Pupils understand the benefits of keeping fit and eating healthily. The curriculum provides for enrichment well, but does not provide sufficient stimulating experiences for pupils to apply their skills and solve problems, such as in science.

Progress addressing the issues raised at the last inspection has been slow at times. The recent success in raising achievement and speeding up progress has reinforced senior leaders' confidence and ambition. The school's identification of strengths and areas for improvement are broadly accurate. Good use of partnerships is adding to the momentum of improvement. Governors are committed, supportive and reinvigorated by the improvements made. Middle leaders are more confident and increasingly effective. Together, these features demonstrate that the school has a satisfactory and developing capacity to sustain improvement.

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What does the school need to do to improve further?

- Raise pupils' achievement and accelerate the rate of pupils' progress further, especially in science by:
 - ensuring that tasks and activities inspire pupils and challenge their thinking so that they attain higher levels
 - providing more opportunities for pupils to apply their skills to solve problems and justify their solutions.
- Ensure that the quality of all teaching and learning reflects the best practice by:
 - making certain there is a strong focus on raising achievement
 - making explicit what all pupils need to do to improve the quality of their work.
- By January 2011, improve the quality of outdoor learning for Reception children, extending the range of child-initiated opportunities so that children can find more things out for themselves.
- About 40% of schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Outcomes for individuals and groups of pupils

3

Overall, pupils' achievement is satisfactory. Imaginative approaches are making more learning lively and enjoyable, capitalising on the enthusiasm of pupils. Pupils are keen to think about and answer open-ended questions. They confidently and happily share their ideas and views. In lessons when progress is slower, pupils' thinking is less intensively challenged. Work scrutiny and lesson observations confirm that all pupils are now making faster progress from below average starting points. Basic skills, including writing, are improving steadily and consistently. However, although science standards are rising, they are not as high as they could be. More pupils are reaching higher standards but there is scope for even more pupils to reach higher levels. Pupils with special educational needs and/or disabilities and those whose circumstances make them potentially vulnerable achieve equally well because support is carefully matched to their needs. Regular checks on progress systematically identify any slips, leading to prompt intervention and support.

Good spiritual, moral, social and cultural development is evident in the good relationships pupils have with each other, their enjoyment of school life and the mutual respect they exhibit in their dealings with staff. In lessons, around school and during community events they behave sensibly and responsibly. They take pride in their school and their improving achievement. Pupils demonstrate a good grasp of healthy living and how to manage risk, for example taking sensible precautions when using the internet. They thrive on responsibility, whether supporting a younger pupil or managing stock purchases for their shop. They have a good understanding of the diverse and changing world around them.

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Please turn to the glossary for a description of the grades and inspection terms

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account:	
Pupils' attainment ¹	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account:	
Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

The sharper focus on raising achievement is having a positive impact on the consistency and the quality of teaching and learning. Initiatives underpinning rising achievement are being systematically embedded. When progress is fastest, lessons are inspiring, full of life and capitalise on the pupils' enthusiasm to learn, such as when discussing the mystery and magic of a nearby secret garden. Thoughtful approaches hold interest and generate confidence to learn new skills and apply them more consistently. Nevertheless, opportunities for pupils to apply their scientific skills to practical problems are sometimes missed. Good use is made of probing questions, group and paired work. New technology is competently used. When progress is slower, tasks are mundane and approaches are less engaging and inspiring. The robust assessment system is increasingly focused on achievement and progress in the classroom. Increasingly, lesson planning uses the information to pinpoint gaps in learning. However, pupils are not given enough information on how they can improve their work and so make greater progress. The curriculum is satisfactory. More imaginative approaches are being introduced to extend first-hand experiences and boost achievement. Increased opportunities are

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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provided to practise skills across the curriculum although not all are exploited sufficiently to develop their scientific thinking. The strong focus on personal development is evident in the range of visits and visitors to broaden experience, such as the visit of Lynn Chapman, an illustrator.

Care, guidance and support are good and a developing strength of the school. Well-managed practice ensures that all pupils are included, well supported and able to take full advantage of what is provided. There are striking examples of sensitive and effective support enabling pupils whose circumstances make them potentially vulnerable to make the same progress as their classmates. The good links with support agencies help promote confidence and positive attitudes and, for example, have reduced persistent absence.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	3
The effectiveness of care, guidance and support	2

How effective are leadership and management?

Senior leaders are successfully motivating staff to tackle the issues that are essential to secure lasting improvement. Staff's confidence is rising as their skills are nurtured in the drive to get the best out of all pupils and speed up their progress. However, many improvements are too recent for their full impact to be judged. The governing body is encouraging and recognises the value of holding the school to account. Middle leaders, with specialist input from the local authority, are aware of the importance of ensuring that all actions raise achievement and standards. A rigorous system for checking progress is in place and the use of information about progress is becoming a consistent feature of evaluation and planning. Safeguarding procedures meet all regulations, with all policies and practices in line with requirements. The school works hard to keep parents and carers informed, with staff readily available to resolve any worries or concerns. The happy, friendly atmosphere demonstrates senior leaders' determination in promoting inclusion. Recent improvements illustrate that the school is very aware that pupils can achieve more. The school makes a good contribution to community cohesion with links established both locally and globally, for example through the Bede Burn Buddies community support group and staff's contacts with communities in the Gambia and Kathmandu. This provides pupils with an insight into diversity across the world.

These are the grades for leadership and management

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

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The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	3
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

On entry into Reception, most children's skills are below the levels expected for their age. Children often have weak language skills. A strength in the provision is the warm, happy atmosphere which ensures that children settle into routines quickly and develop independence. All children are very well cared for and looked after. Children are provided with some interesting activities to instigate their own learning but there are insufficient opportunities to explore and investigate outdoors. Behaviour is very good and children are encouraged to be independent and look after themselves. Welfare practice exceeds what is required. The thoughtful support and skilled questioning from staff repeatedly triggers their curiosity and thinking. Children listen intently and respond positively to staff guidance. There is a firm focus on seeing, listening and speaking which, coupled with imaginative approaches, supports their reading and writing development well. Assessment is systematic and accurate, with achievements well recorded. The often very good relationships with parents and carers help them support their children's learning well. By the time they leave Reception, most children are working towards the goals expected for their age. This represents good progress, with all achieving equally well. Effective leaders and managers have established a clear vision and plans for further improvement.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

Just over half the families returned the questionnaire outlining their views of the school. An overwhelming majority of these parents and carers were extremely positive about their children's enjoyment and safety when in school. Parents and carers clearly value the very good quality care, consideration and personal guidance given to their children. Nevertheless, a minority of parents and carers expressed concerns about elements of leadership and management. The inspectors did recognise that unsettled staffing is causing some disquiet. However, the inspectors found that, currently, this is not having an adverse impact on school life and the outcomes for pupils.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Bede Burn Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 91 completed questionnaires by the end of the on-site inspection. In total, there are 182 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	42	46	47	52	1	1	1	1
The school keeps my child safe	44	48	43	47	4	4	0	0
The school informs me about my child's progress	33	36	52	57	6	7	0	0
My child is making enough progress at this school	32	35	48	53	10	11	0	0
The teaching is good at this school	37	41	48	53	3	3	0	0
The school helps me to support my child's learning	29	32	51	56	9	10	1	1
The school helps my child to have a healthy lifestyle	35	38	50	55	5	5	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	30	33	48	53	6	7	0	0
The school meets my child's particular needs	33	36	50	55	5	5	0	0
The school deals effectively with unacceptable behaviour	27	30	43	47	14	15	3	3
The school takes account of my suggestions and concerns	21	23	51	56	8	9	0	0
The school is led and managed effectively	34	37	31	34	12	13	11	12
Overall, I am happy with my child's experience at this school	35	38	49	54	2	2	1	1

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above is for the period 1 September to 31 December 2009 and is the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



14 June 2010

Dear Pupils

Inspection of Bede Burn Primary School, Jarrow, NE32 5NJ

I want to thank you all for the friendly welcome that you gave the inspectors when we visited your school. We thoroughly enjoyed our time talking to you all.

Bede Burn Primary is a satisfactory school and it is improving; it has a number of good features. We were impressed by your good behaviour and the good care taken of you. You obviously feel safe and confident because of this. You understand the benefits of a healthy lifestyle. Some of you told us that your teachers make your learning fun. Your school is taking positive action to improve and this can be seen in English and mathematics as your standards rise. In science, your achievement isn't quite so high, including those of you who are capable of reaching higher levels. Good use is made of the links the school's staff have with your parents and carers.

We have asked your headteacher, staff and governors to look at ways of raising your achievement and speeding up the progress you make, especially in science. For example, they can do this by making more learning exciting yet challenging, giving you more opportunities to use your scientific skills to solve problems and pointing out exactly what you have to do to improve. This will help you all make more rapid progress.

Children in the Reception class settle well into your school. They enjoy the many interesting activities provided for them. We have asked the school to provide more fascinating things to discover outdoors with more opportunities to explore and investigate. This will mean that Reception children can find out more things for themselves.

You can play your part by continuing to work as hard as you can. Thank you for helping with this inspection. I hope the school will continue to improve. We wish you the best of luck for your future.

Yours sincerely

Clive Petts

Lead inspector

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