

Inspection of a school judged good for overall effectiveness before September 2024: Bede Community Primary School

Old Fold Road, Gateshead, Tyne and Wear NE10 0DJ

Inspection dates:

15 and 16 October 2024

Outcome

Bede Community Primary School has taken effective action to maintain the standards identified at the previous inspection.

What is it like to attend this school?

This school welcomes everyone. It has high ambitions for all. Many pupils join the school part way through their education or speaking English as an additional language. The school ensures that this is never a barrier to them achieving their best. Pupils know that staff will always help them when they need it. The school inspires pupils to make a positive contribution to society through charity and community work. In one pupil's words, 'This school prepares us with skills we need for life.'

Pupils understand the school's values of 'Everybody learns, everybody cares' well. They listen to what other pupils have to say and behave exceptionally well in lessons. Pupils are respectful of differences and celebrate each other's achievements. Parents appreciate the support the school offers beyond the classroom, for example through the not-for-profit shop the school has created to support the community.

The school has a specially resourced provision, 'ARMS', which caters for pupils with special educational needs and/or disabilities (SEND). Because staff who work in this provision know pupils and their needs well, pupils flourish. The school ensures that pupils who attend 'ARMS' are fully included in the wider life of school. Opportunities such as visiting authors, trips to the seaside and local art galleries enrich all pupils' education.

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

The school has thought carefully about what pupils need to learn and in what order in most subjects. The curriculum is engaging and relevant for pupils. For example, in history pupils investigate a historic disaster at a nearby coal mine, and in art they explore artists

inspired by local landscapes. The school assesses the needs of pupils with SEND well so that they can get the support they require. There are many different adjustments made for pupils with SEND in lessons. As a result, pupils with SEND achieve well.

In some curriculum areas, particularly the humanities, knowledge is not precisely defined. This means that staff do not consistently focus on the most important knowledge that pupils need to know when teaching lessons. It also means that the school cannot check accurately what pupils have learned and remembered from the curriculum. Gaps in pupils' knowledge and skills sometimes develop and are not corrected.

Promoting a love of reading is a high priority for the school. A well-stocked library, complete with reading treehouse, is enjoyed by pupils of all ages. Children in early years eagerly engage in stories and rhymes. Staff ensure that these stories become familiar by including them in daily learning activities. Book boxes on the playground and the 'Bede Express' reading bus encourage pupils to read regularly for pleasure.

The school's approach to teaching phonics is underdeveloped. Some lessons and interventions are not as effective as they might be. This is because staff have not had the required training or support to implement the scheme well. As a result, some pupils do not learn to read fluently. The school has recently begun to address these issues.

The early years provision is an exciting and engaging place to learn. Staff are skilled at planning learning activities that develop children's communication, language and physical coordination. Ensuring children are confident using numbers and love to solve problems is a high priority. Conversations between adults and children foster a love of learning. Staff are highly skilled at supporting pupils with SEND. From the early years, children are quickly identified who might need extra support.

The school provides a range of wider opportunities intended to help pupils prepare for life beyond education. They teach pupils how to stay healthy, safe and appreciate those who are different from themselves. Pupils relish the leadership opportunities they have. These include being 'Book Buddies' and members of the school council. Enrichment opportunities raise pupils' aspirations. For example, pupils take part in workshops with professional athletes and in a national robotics competition.

Because pupils enjoy coming to school and are well supported, rates of absence are low. The school ensures that there are no barriers to pupils attending school well. The school identifies potential attendance issues quickly and celebrates improvements with pupils and their families.

Staff benefit from a wide range of professional development opportunities. The school monitors and supports early career teachers to ensure that they get off to the best start. Staff collaborate well and are incredibly positive about working at the school. Governors have a clear overview of what the school does well. The school has established appropriate targets for development. At times, governors would benefit from more precise information so that they can support these priorities more thoroughly.

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 has not ensured that the agreed phonics approach is taught consistently across the school. As a result, some pupils do not learn to read as quickly as they could. The school should ensure that all staff implement the agreed phonics scheme consistently and that the impact of this work is closely monitored and evaluated.
- In some subjects, such as geography and history, the school has not clearly defined the important knowledge and skills that pupils will learn. Teachers' checks on what pupils know and can do are not as effective as they might be. This reduces the impact of the curriculum in some subjects and leaves pupils with gaps in their understanding. The school must ensure that knowledge and skills are precisely defined in all subjects and that staff consider this when implementing the curriculum.

Background

Until September 2024, on a graded (section 5) inspection we gave schools an overall effectiveness grade, in addition to the key and provision judgements. Overall effectiveness grades given before September 2024 will continue to be visible on school inspection reports and on Ofsted's website. From September 2024, graded inspections will not include an overall effectiveness grade. This school was, before September 2024, judged to be good for its overall effectiveness.

We have now inspected the school to determine whether it has taken effective action to maintain the standards identified at that previous inspection. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school's work has improved significantly or that it may not be as strong as it was at the last inspection, then the next inspection will be a graded inspection. A graded inspection is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the first ungraded inspection since we judged the school to be good for overall effectiveness in June 2019.

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	108327
Local authority	Gateshead
Inspection number	10346237
Type of school	Primary
School category	Community
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	217
Appropriate authority	The governing body
Chair of governing body	Margaret Mackay
Headteacher	Nick Anderson
Website	www.bedecps.org.uk
Dates of previous inspection	11 and 12 June 2019, under section 5 of the Education Act 2005

Information about this school

- The school has a specially resourced provision for pupils with autism spectrum disorder (ASD), specific learning difficulties (SpLD), speech, language and communication needs (SLCN) and behaviour, social and emotional difficulties (BSED).
- The proportion of pupils who speak English as an additional language is above average.
- The proportion of pupils entitled to receive the government's additional pupil premium funding is above average.
- The proportion of pupils with SEND is above average.

Information about this inspection

The inspector carried out this ungraded inspection under section 8 of the Education Act 2005.

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic

began. The inspector discussed the impact of the pandemic with the school and has taken that into account in this evaluation of the school.

- The inspector met with the headteacher and other senior leaders. The inspector also spoke with members of the governing body and a representative of the local authority.
- The inspector visited a sample of lessons, spoke to some pupils about their learning and looked at samples of pupils' work.
- The inspector also met with the SENDCo and staff from the specially resourced provision.
- To evaluate the effectiveness of safeguarding, the inspector 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.
- The inspector observed pupils' behaviour in a range of situations, including in corridors and in lessons. The inspector also spoke to pupils about behaviour and bullying. The inspector spoke with staff and pupils about the school's programme of personal development.
- The inspector considered the responses from parents to Ofsted Parent View. This includes the comments submitted via the free-text facility. The inspector also considered responses to Ofsted's online pupil and staff surveys.

John Linkins, lead inspector

His Majesty's Inspector

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