

Bede Community Primary School

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

Inspection dates 18-19 September 2012

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Outstanding	1
Achievement of pupils		Outstanding	1
Quality of teaching		Outstanding	1
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Outstanding	1

Summary of key findings for parents and pupils

This is an outstanding school.

- Achievement in the school and the resource- based provision is outstanding because the excellent teaching sets high expectations for what all pupils can achieve.
- Most children enter school with speech and language skills significantly below the expected levels for their age. They make rapid and sustained progress to reach at least average attainment by the end of Year 6.
- The outstanding teaching ensures well-planned, relevant activities constantly challenge pupils' thinking and understanding. Enjoyable and often exciting lessons ensure pupils of all abilities, including those known to be eligible for the pupil premium, are able to thrive.
- Pupils enjoy their learning experiences and take great pride in their achievements and their school. This is evident in their great enthusiasm and high level of engagement in lessons.
- Intervention and support programmes are carefully adapted to meet the abilities, needs and interests of pupils of all backgrounds.
- The resource-based provision provides a calm, happy atmosphere in which highly skilled and inspiring teaching enthuses pupils.
- The behaviour of pupils is almost always exemplary with their outstanding spiritual, moral, social and cultural development making a substantial contribution to their exceptional personal development.
- The highly successful drive, vision and ambition of the headteacher are shared by staff. He is adroitly supported by an accomplished deputy headteacher. Together, senior and middle leaders have maintained a relentless and successful focus on continually improving the quality of teaching and learning.
- The outstanding curriculum, in both school and the resource base, provides highly positive, rich opportunities for learning. Yet, pupils have insufficient opportunities to use the outdoors to enhance their learning.
- The excellent governing body has an accurate and perceptive view of school performance. Performance management and professional development are very effective helping to drive forward further improvement.
- The school demonstrates a strong capacity to consolidate gains made and secure further improvement.

Information about this inspection

- The inspector observed 10 lessons of which four were joint observations with the headteacher. In addition, the inspector made a number of short visits to lessons and support sessions.
- The inspector held discussions with pupils, members of the governing body, including parent governors, school staff including senior leaders and middle leaders, and the local authority link advisor.
- No responses to the on-line questionnaire (Parent View) were available in the planning of the inspection.
- The inspector observed the school's work and examined a range of documentation, including the school's own records of pupils' current progress, monitoring and evaluation documentation and records relating to behaviour and attendance and documents relating to safeguarding.

Inspection team

Clive Petts, Lead inspector

Additional inspector

Full report

Information about this school

- Bede is a below average-sized community primary school.
- The proportion of pupils known to be eligible for the pupil premium is well above average.
- The proportion of pupils supported through school action is above the national average.
- The proportion supported at school action plus or with a statement of special educational needs is broadly average.
- The school provides local authority resourcebased provision for up to eight pupils aged from four to seven years, with emotional and behavioural disorders.
- A lower than average proportion of pupils is from a range of minority ethnic groups with a few who are at an early stage of learning to speak English.
- The school extends its services in that it provides a breakfast club each day.
- A higher than average and increasing proportion of pupils join or leave the school at other than the usual time.
- The school was closed for a short period in July 2012 following flooding.
- The school meets the current floor standards which set the government's minimum expectations for attainment and progress.
- The headteacher and deputy headteacher were appointed in September 2010.

What does the school need to do to improve further?

- Further improve and enrich opportunities for outdoor learning to even more closely reflect pupils' needs and interests by:
 - increasing the opportunities for children in the Nursery and Reception classes to investigate and explore the world around them
 - ensuring resource-based pupils have space to use all of their senses in active and imaginative ways
 - providing pupils of all ages with quiet spaces to relax and reflect.

Inspection judgements

The achievement of pupils

is outstanding

- All groups of pupils, including those in the resource base and those supported by the pupil premium, make excellent progress. Parents appreciate how successfully their children's particular needs are so effectively met. The rich curriculum enables pupils of all abilities and needs to learn very well.
- Children enter school with low starting points for their age. Many have complex learning and development needs. They make rapid, non-stop progress in developing self-control, confidence and independence in the Nursery and Reception classes. The swift rate of progress in all areas continues in Key Stage 1, although overall attainment in reading, writing and mathematics at the end of Year 2 is well below average.
- In Key Stage 2, progress accelerates, especially in Years 5 and 6, with attainment in English and mathematics typically a little above average by the end of Year 6. Pupils' work and the recent, unvalidated, test results illustrate that the concerted action to improve reading and writing throughout the school is proving highly effective.
- Skilfully managed checking systems closely monitor resource-based pupils' progress to eradicate any obstacles and to ensure all tasks and activities are carefully matched to their needs. This supports their effective learning and excellent achievement.
- Disabled pupils, those with special educational needs and those learning English as an additional language make excellent progress and achieve highly. This is because rigorous checking of individuals' progress pinpoints gaps in learning, and thoughtfully adapted activities relentlessly challenge pupils' thinking and understanding.
- A sharp focus on early communication skills strengthens the wide range of first-hand learning experiences that captures and holds pupils' interest and imagination. The inspired use of themes, such as the study of famous local characters, brings learning to life stretching the imagination of pupils. Wide opportunities are provided for the successful practising of literacy and numeracy skills. Occasionally, opportunities are missed to take even more advantage of outdoor learning for pupils of all ages.
- Imaginative and engaging approaches to the teaching of reading maintain a strong focus on the essential skills of linking sounds and letters and how words create a story. Increasingly, younger pupils are using reading to discover and learn things for themselves. Older pupils speak enthusiastically about being able to meet authors, asking questions about the themes and style of writing adopted in their books. Pupils' attainment in reading at the end of Year 6 is average.

The quality of teaching

is outstanding

- The outstanding teaching enables pupils to learn exceptionally well in all subjects. All staff set high standards for all aspects of pupils' development. This results in pupils' high levels of engagement.
- Problem-solving challenges, stimulating visits, captivating visitors and collaborative working develop pupils' skills in a range of active ways. High quality teaching ensures that pupils' outstanding spiritual, moral, social and cultural development is promoted in interesting and absorbing ways. For example, studying the experiences of Jamaican immigrants settling and working in Britain in the 1950s.
- Teaching promotes rapid and sustained progress because:
 - staff create a highly positive climate for learning in classrooms
 - teachers ensure that pupils of all backgrounds can achieve success
 - staff enjoy excellent relationships with pupils and their families
 - carefully planned lessons take into account pupils' capabilities and constantly build upon their earlier learning
 - imaginative approaches capture and hold pupils' interest and stimulate their thinking
 - helpful and accurate marking ensures that pupils know how well they have done and

- what they need to do to improve
- teachers encourage responsible, safety conscious and considerate attitudes
- intervention and support sessions, including those in the resource base, are skilfully shaped according to pupils' different abilities to promote high achievement.

- When progress is most rapid, inspirational approaches, incorporating skilful questioning, ensure a continuous focus on achievement. This makes certain all pupils achieve as well as they can. Excellent opportunities are provided for pupils to take responsibility for their own learning and assessment, working independently or with a partner.
- In the Early Years Foundation Stage and the resource base, children and pupils are provided with a variety of challenging opportunities to think creatively, investigate and explore, although outdoor learning opportunities are occasionally limited. Increasingly, parents are involved in their children's learning and development adding to the drive to boost aspirations and self-esteem.

The behaviour and safety of pupils are outstanding

- High expectations, clear boundaries for behaviour and conduct, positive staff role models and effective use of praise all contribute to pupils feeling exceptionally safe at all times. The excellent behaviour of pupils, including those who are potentially vulnerable, is reflected in their whole-hearted commitment and their willingness to work hard.
- The mutual respect between adults and pupils is apparent in their happy, friendly relationships throughout the day. In discussions, parents, staff and pupils speak highly positively about the excellent standard of behaviour in school. Pupils take great pride in their work and this can be seen in the great care they take with its presentation.
- Conversations with pupils reveal that they have a very secure grasp of what constitutes bullying. They report that there are very few incidents of bullying and harassment. Pupils speak confidently about how staff are always on hand to help them if they have a worry or concern. They demonstrate an excellent grasp of how to avoid risk and danger.
- The school has worked extremely diligently to improve attendance which is now above average. This has included highly effective work with specialist support agencies and families, in addition to the benefits of meaningful rewards for pupils' improved attendance.

The leadership and management are outstanding

- The headteacher leads the school with passion, drive and energy. Together, senior leaders constantly build upon the school's many strengths. They receive whole-hearted support from staff. Reflective and self-critical monitoring ensure that any variations in the quality of learning are accurately identified and quickly remedied, underpinning pupils' excellent achievement.
- Systems to check pupils' progress are rigorous. Consequently, self-evaluation is accurate. Effective performance management and sharply focussed professional development contribute effectively to the enriching of staff skills in order to secure continuous improvement. This includes support for newly qualified teachers.
- The excellent curriculum is firmly focused on improving speech, language and number skills. The highly positive curriculum experiences encourage pupils' frequent practice of their developing skills. For example, visiting the nearby Cragside Estate to find out for themselves how Lord Armstrong produced his own electricity for use in his home.
- The extensive range of enrichment activities including visits, visitors, school clubs and the breakfast club adds to the richness and enjoyment of pupils' learning. This has a very positive impact on pupils' behaviour and contributes exceptionally well to their excellent spiritual, moral, social and cultural development.
- The provision for disabled pupils, those with special educational needs including for the resource-based pupils, and those at the early stage of learning English successfully integrates pupils in all aspects of school work. Staff work diligently to promote equality of

opportunity, making certain that all potential barriers to pupils' progress and discrimination are eradicated.

- Middle leaders provide strong leadership in their areas of responsibility. They accurately assess and evaluate the quality of pupils' learning and the depth of their understanding to secure at least good progress.
 - The school engages parents very well and has gained their trust and confidence. Increasingly parents, including those who find working with the school difficult, are involved in improving their own skills to support their children's learning and attendance. Excellent partnership working with the local community and local providers adds to the quality and range of opportunities for pupils.
 - Safeguarding meets requirements with much effective practice strengthening the high quality of care and support for pupils and their families.
 - **The governance of the school:**
 - demonstrates an accurate understanding of the school's strengths in provision and outcomes for pupils
 - holds the school to account in open and positive ways
 - makes highly effective use of performance management to continuously improve school outcomes for pupils, including for those known to be eligible for the pupil premium
 - works highly successfully with the local authority which provides light touch advisory support for this outstanding school.
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What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	108327
Local authority	Gateshead
Inspection number	377735

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	3-11
Gender of pupils	Mixed
Number of pupils on the school roll	147
Appropriate authority	The governing body
Chair	Ken Childs
Headteacher	Nick Anderson
Date of previous school inspection	29-30 November 2007
Telephone number	0191 4334135
Fax number	0191 4334136
Email address	bedecommunityprimaryschool@gateshead.gov.uk

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