

Bede Community Primary School

Inspection report

Unique Reference Number	108327
Local Authority	Gateshead
Inspection number	309650
Inspection dates	29–30 November 2007
Reporting inspector	Brian Dower

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 on roll	
School	135
Appropriate authority	The governing body
Chair	Mr Ken Childs
Headteacher	Mr Ray Foster
Date of previous school inspection	1 January 2004
School address	Old Fold Road Gateshead Tyne and Wear NE10 0DJ
Telephone number	0191 4773893
Fax number	0191 4779719

Age group	3–11
Inspection dates	29–30 November 2007
Inspection number	309650

© Crown copyright 2007

Website: www.ofsted.gov.uk

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

The school is situated in an area with a high incidence of social and economic deprivation. The proportion of pupils eligible for free school meals and that of pupils with learning difficulties is well above average. Most pupils are White British but a small number are of Asian-Indian, Chinese or Eastern European heritage. The number of pupils who join the school part way through a school year is extremely high. The school is involved in many local and national initiatives to support its work.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

Bede Community Primary is a good school. It is a calm and purposeful place of learning where pupils grow and develop in a safe and caring environment. Parents are appreciative of the support their children receive and the progress they make in their personal and academic development. By the end of Year 6, standards are average and pupils' overall achievement is good. Pupils have the basic skills and the personal qualities to make the most of the next stage of their education. The progress pupils make in the early years is not as rapid. Standards by the end of Year 2 are below average and achievement is satisfactory.

Many children are hesitant and lacking in confidence when they start school. They settle quickly and start to realise that school is a place where they can experience new things and receive praise for what they do well. They therefore gain in self-esteem and, as a result, their personal development and well-being are good. By the time they leave school, they are confident and self-reliant youngsters. The school provides excellent care and support for every pupil. Its provision for the few pupils who find difficulty in adapting to school routines and forming relationships is outstanding. The result is that most of these pupils attend school regularly, make good progress in their work and learn how to get on with others. Good systems are in place to track pupils' progress as they move through the school and to intervene if weaknesses are uncovered. However, these systems are not applied as rigorously in Key Stage 1 and, as a result, pupils in Years 1 and 2 are not always given appropriate guidance on how to improve their work, particularly in writing.

Teaching and learning are good. Pupils have positive attitudes to work and are keen to learn. They collaborate well and are able to work independently. The school has an excellent pupil to adult ratio. The teaching of basic skills is, therefore, good because of the individual attention every pupil receives. Behaviour is good in classrooms and about the school, and the small number of pupils who do misbehave are managed well. Pupils say they enjoy school and that they get on well together. They particularly enjoy the visits out of school and the clubs and activities after school. The newly introduced personalised learning curriculum is tailored to meet the learning needs of all pupils. This is because it combines the teaching of basic skills with a thematic approach that builds progressively on pupils' prior learning.

Leadership and management at all levels are good. All who work in the school are committed to doing their best for every boy and girl. The pupils know this and feel valued and secure. The headteacher is an experienced and strong leader, and he is well supported by able colleagues. Governance is good because governors are knowledgeable and supportive. All are clear about what the school does well and what needs to be developed. In view of the significant improvements since the previous inspection, the school's capacity to do better is very good.

Effectiveness of the Foundation Stage

Grade: 3

Children enter the Nursery with skills that are below those expected for their age. This is particularly evident in their hesitancy when speaking and in their limited vocabulary when talking about their experiences. Progress has been satisfactory over recent years with children reaching levels below those typical of children nationally at the start of Year 1. The improvement in standards in 2007 was because children's skills were more highly developed when they started at the school. Children settle quickly in the Nursery because of good induction procedures. The

quality of teaching and the care and support children receive are satisfactory. The school recently established a Foundation Stage unit in September 2006. Although this is providing opportunities for outdoor learning, they are not widely available throughout the day for all pupils to access, restricting opportunities for independent and creative learning.

What the school should do to improve further

- Improve the speaking and listening skills of children in the Foundation Stage and develop their ability to work independently and creatively.
- Ensure consistency in the use of the systems to check pupils' progress in Key Stage 1.

Achievement and standards

Grade: 2

The number of pupils entered for national tests is small and therefore the underachievement of just one or two pupils in any one year can adversely affect the overall performance tables. Added to this is the high incidence of pupils who join the school part way through an academic year. Standards in reading, writing and mathematics at the end of Year 2 have been below average over recent years. Standards in 2007 were again below average. Achievement was satisfactory that year, given that half the pupils joined the school part way through Year 2.

Standards at the end of Year 6 have also been below average but test results in English, mathematics and science in 2007 were average and the school exceeded its statutory targets. This was a significant improvement. Achievement was good, given the pupils' below average standards when they started in Year 3 and the number who had been in the school for only a short time. All groups made good progress, including pupils with learning difficulties and those from minority ethnic backgrounds. Boys did better than the girls and better than boys nationally. The school's assessment records and the quality of work seen in lessons show that pupils have continued to make good progress since September.

Personal development and well-being

Grade: 2

Personal development and well-being, including pupils' spiritual, moral, social and cultural development, are good. The school celebrates the cultural diversity of other pupils through the sharing of resources and festivals. This is reflected in the informative displays around school. Pupils say they enjoy coming to school. Attendance rates have improved over the last two years and are now average. Pupils are very positive about all the school does for them, particularly the range of activities out of lessons which help them develop socially. Behaviour is good and very good relationships exist throughout school. Pupils feel safe at school, saying they are well looked after by teachers and friends, and they know what to do if anything goes wrong. They stay fit and well by eating healthily and taking plenty of exercise. The school council meets regularly and has secured the purchase of new playground equipment and improvements to the school garden. Many of the older pupils help with general organisation and take on responsibilities as mentors and buddies for the younger children. They therefore gain in confidence. Opportunities for contributing to the local community through fund raising and environmental projects are eagerly seized on and enjoyed. Pupils have the basic skills and the personal qualities for a smooth transition to the next stage of their education and for future success.

Quality of provision

Teaching and learning

Grade: 2

Teaching and learning are consistently good and at times outstanding. Pupils are keen to learn, listen attentively and work well together. They learn best when they are actively involved in doing things and talking about their activities. The older pupils are clear about the level at which they are working and they say their teachers' detailed and helpful marking, and the feedback they get in lessons, show them how to improve. Some younger pupils were not so sure about how well they were doing. By the time they leave school, pupils have learnt to be self-reliant and to work independently. In the outstanding lessons seen in Key Stage 2, pupils were challenged to find out things for themselves and to come up with solutions to problems. In their history lessons, for example, they had to examine artefacts and documents, and use the internet to gain an understanding of past lives in preparation for giving a formal presentation. Not only does this develop a range of basic skills, it increases pupils' confidence in their ability to do things for themselves and to speak in front of others. Such a challenging approach to learning was not seen to the same extent in Key Stage 1. The younger pupils do not have sufficient opportunities to take risks by being encouraged to work independently.

Curriculum and other activities

Grade: 2

The curriculum is good. It is broad and balanced, and meets statutory requirements. The exceptional pupil to adult ratio enables pupils to be taught in small groups and to receive the individual attention they need. There is very good provision for giving pupils an understanding of the wider world, particularly the diversity of British society. This is done through the formal curriculum and through a range of visits away and visiting speakers in school. An extensive range of enrichment activities are well attended, broadening pupils' understanding of the work done in class and adding to their enjoyment of school. Significant recent improvements have been made in provision by integrating basic skills work with a broader curriculum which is relevant to pupils' interests and needs.

Care, guidance and support

Grade: 2

Care, guidance and support are good. This is a very caring school, a view expressed in many of the parental questionnaire returns. A high level of support is provided for all pupils, including those with learning difficulties and/or disabilities and those from minority ethnic backgrounds. Support for parents and their children when they start school is very good and so children settle quickly. The school makes excellent use of outside agencies to support vulnerable pupils to enable them to remain in school and make progress. The school is also providing exceptional support to those pupils who join the school part way through a year because it assesses their needs quickly and puts in place additional help. Child protection and safeguarding arrangements are well established and are used effectively when needed. Risk assessments are carried out on a regular basis, particularly when visits are undertaken out of school. The school has a good system to monitor pupils' progress and address any weaknesses. Its effectiveness was demonstrated in Key Stage 2 where pupils exceeded their challenging targets this year. The system is not applied as rigorously in Key Stage 1 and, as a result, progress is slower in Years 1 and 2.

Leadership and management

Grade: 2

Leadership and management at all levels are good. The headteacher provides strong leadership. He knows his school and the community it serves. His commitment to equality of opportunity for every child informs and guides the work of everyone. He is well supported by an able deputy and subject leaders, and the result is high quality care and education. Challenging targets have been used to raise standards and many were exceeded in 2007. Appropriate improvement priorities are in place and forward planning is good. Governance is good. Governors have a clear understanding of the difficulties the school faces in building pupils' self-confidence and giving them a sense of success and achievement. They support and encourage the school in this work, fulfilling the role of critical friend well. There have been significant improvements since the previous inspection in standards at the end of Year 6 and in the quality of boys' work. There remains the poor attendance of a small number of children but the school is doing all it can to tackle this. The school is very well placed to improve further.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: www.ofsted.gov.uk.

Annex A

Inspection judgements

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

Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	1
The effectiveness of the Foundation Stage	3
The capacity to make any necessary improvements	2

Achievement and standards

How well do learners achieve?	2
The standards ¹ reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

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 extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
How well learners enjoy their education	2
The attendance of learners	3
The behaviour of learners	2
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2
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?	2

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?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	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	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
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

30 November 2007

Dear Pupils

Inspection of Bede Community Primary School, Gateshead, NE10 0DJ

Thank you for the warm welcome you gave us when we visited your school. We enjoyed the two days we spent with you and only wish we had had more time to see all the interesting things you are doing in lessons and in your clubs and after school activities.

You are working hard and are keen to learn. As a result, you progress well and meet your learning targets. You are confident young people and have the basic skills and the personal qualities to make the most of your education and to get a good start in life. All the pupils we spoke to were enthusiastic about the many visits out of school and the visitors who come to talk to you.

The care and guidance you receive are excellent. You spoke warmly about the time the adults give to support you in your learning and to listen and help if you have worries. We enjoyed the Friday afternoon assembly when so many of you received certificates for your work and efforts.

The youngest children settle quickly when they join the school and become confident. Pupils in Years 1 and 2 make satisfactory progress and the achievement of pupils in Years 3 to 6 is good. We were impressed with their maturity and their ability to work independently by the time they leave. They also take on many responsibilities and give a lot of help to their teachers and younger children.

All adults in your school do all they can to give you the best possible education. They and the youngest of you are going to work to improve speaking and listening, and to increase the opportunities you have to find out things for yourselves. Those of you in Years 1 and 2 will be working on improving your reading, writing and mathematics.

We send you our best wishes for the future. Christmas is not too far away and we hope you enjoy the festivities.

Yours sincerely

Brian Dower

Inspector