

Burnopfield Primary School

Address: Front Street, Burnopfield, Newcastle-upon-Tyne, Tyne and Wear, NE16 6PT

Unique reference number (URN): 114035

Inspection report: 19 May 2026

Exceptional	
Strong standard	●
Expected standard	● ● ● ● ● ●
Needs attention	
Urgent improvement	

✓ Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- **Met:** The school has an open and positive culture of safeguarding. All legal requirements are met.
- **Not met:** The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Strong standard ●

Inclusion

Strong standard ●

Inclusion is a notable strength of the school. Leaders and staff use highly effective systems to identify pupils' needs swiftly and with precision. They check pupils' progress rigorously. This ensures that emerging issues are spotted early. Teachers act on this information promptly. They adapt their teaching so pupils receive the support they need to succeed. Staff know pupils remarkably well and understand that they require different approaches to thrive. Staff tailor support carefully. For example, they use structured routines and personalised strategies that reflect each pupil's starting point. This enables pupils, including those with special educational needs and/or disabilities and those who are disadvantaged, to access learning successfully.

Leaders work closely with external agencies, parents and carers as part of a well-embedded, joined-up approach. Leaders review support regularly to make sure it stays focused, effective and ambitious. Teachers are skilled in adjusting learning. For example, they use sensory tools, movement breaks and clear scaffolds to help pupils stay engaged and focused. The Nest provides a calm, structured space that helps pupils to manage their emotions and return confidently to whole-class learning. Staff interactions are warm, purposeful and anchored in trusting relationships.

Leaders use additional funding effectively. Targeted use of the pupil premium grant enables disadvantaged pupils to achieve at least as well as their peers nationally. Leaders use the PE and sport premium funding wisely so that barriers to pupils' participation in enriching opportunities are reduced.

Expected standard ●

Achievement

Expected standard ●

Leaders have established a robust approach to checking how well pupils learn. This helps staff to identify gaps and adapt teaching so that pupils build the knowledge they need to move confidently through the curriculum. Pupils develop secure reading, writing and number knowledge. They apply this successfully across subjects. Work in books and lessons reflects the high curriculum expectations, though the level of challenge for some pupils is inconsistent.

Disadvantaged pupils and those with special educational needs and/or disabilities learn alongside their peers through well-planned support. Staff know pupils well and make precise adaptations, including word banks, visual timetables and chunked tasks, which help pupils achieve well.

A high proportion of pupils reach outcomes above the national average by the end of key stage 2. This ensures they are well prepared to move to secondary school. Children in early

years and pupils in key stage 1 secure solid basic skills, particularly in early reading, writing and number. This prepares them well for learning in key stage 2.

Attendance and behaviour

Expected standard 

Attendance is a strength of the school. Leaders have embedded a highly effective, well-structured approach to supporting attendance. Whole-school attendance is above the national average. The number of pupils who miss large chunks of learning is low. Staff at all levels take responsibility for attendance. Leaders' rigorous analysis of absence ensures swift, tailored support. Clear communication with families and effective partnership work through the school's attendance hub have contributed to sustained improvements.

The school environment is calm and orderly. Pupils typically behave well. Staff deal with any behavioural issues, including rare incidents of bullying, quickly and appropriately. This helps pupils to feel safe and positive about coming to school. Relationships between staff and pupils are built on respect. Pupils respond well to the clear expectations and consistent consequences in use across the school. They are motivated to behave well by incentives such as 'fun Friday'. In most lessons, pupils show positive attitudes to learning. On occasion, there is some low-level, off-task behaviour. Leaders are taking appropriate steps to secure greater consistency. Staff are well trained to support pupils who become distressed. They use individualised approaches and calm spaces such as the Nest and Cocoon to help pupils return to learning with minimal disruption.

Curriculum and teaching

Expected standard 

Pupils experience a curriculum that is coherently planned. Leaders provide clear strategic direction for the curriculum and teaching. They have embedded a consistent phonics programme that ensures pupils learn to read quickly and well. Leaders make sure that vital knowledge in the early years and key stage 1 is sequenced carefully. This enables pupils to develop the fine and gross motor skills, early number understanding and early writing behaviours they need for future success.

Across the school, staff routinely check what pupils know and address any misconceptions well. Teaching is generally effective. However, at times, teachers do not use their questioning to probe some pupils' thinking deeply enough. As a result, some pupils do not extend their understanding as well as they could.

The curriculum is inclusive. Staff make appropriate adaptations for pupils with special educational needs and/or disabilities (SEND). They break down education, health and care plan targets into manageable steps. Staff, including those in the Nest, support learning well. Disadvantaged pupils and those with SEND access the curriculum alongside their peers and make steady progress. Leaders' work ensures that pupils develop the knowledge and skills they need to move through the curriculum with increasing confidence.

Early years

Expected standard 

Leaders know children's starting points in detail. They use this insight to shape an ambitious, well-sequenced curriculum that builds important knowledge from Nursery to

Reception. Well-organised early reading, writing and mathematics curriculums ensure that children secure the skills and knowledge they need for future learning. Staff teach the curriculum well. High-quality interactions, strengthened through recent training, promote children's language development effectively. Children use new vocabulary with increasing confidence. They make links in their learning and show curiosity in both indoor and outdoor environments.

Leaders and staff check children's learning closely. They know children's next steps, including those with special educational needs and/or disabilities or additional barriers. The environment is nurturing, inclusive and well organised. Leaders ensure that routines for safety, intimate care and daily checks are robust.

Children settle quickly into well-established routines. Relationships with adults are warm and supportive. This helps children to feel secure and ready to learn. Parental engagement is effective. Induction, workshops and ongoing communication ensure that families are active partners in children's early education.

Children achieve well across each area of learning by the end of Reception. As a result, they are generally well prepared to move into key stage 1.

Leadership and governance

Expected standard 

Leaders have a precise understanding of the school's context. They use this insight well to shape priorities that reflect the needs of pupils and families. Leaders' strategic decisions are rooted in a clear rationale, particularly in relation to inclusion, personal development and early years. Leaders are outward facing. They ensure that pupils benefit from strong partnerships with external agencies, including early help, the special educational needs and/or disabilities (SEND) support hub and virtual schools. This strengthens the support available for pupils, particularly for those with SEND.

Leaders invest purposefully in staff's professional development. Staff have benefited from training in behaviour, meeting the needs of pupils with SEND and emotional regulation. This has improved staff confidence and strengthened the consistency of support for pupils who experience distress. Teachers at the beginning of their careers describe highly effective support. Staff feel valued and listened to. Leaders check workload carefully and adapt expectations where needed. This contributes to a stable workforce in which staff develop professionally and take on wider responsibilities readily over time.

Relationships with parents and carers are positive. Regular opportunities, such as coffee mornings and pastoral drop-ins, help families to access guidance and external support. Leaders' visible presence and open communication foster a culture of trust. This helps to ensure pupils feel safe, cared for and known well.

Governance is effective. Governors are highly committed. They understand the school's performance and context. They draw on detailed reports and training to inform their work. Governors ask challenging questions about behaviour, finance, provision and outcomes. They maintain clear oversight of safeguarding, SEND and staff wellbeing.

The school has a coherent and well-structured personal development and wellbeing programme. Leaders have designed the personal, social and health education and relationships and sex education curriculums carefully to build pupils' knowledge over time. Staff are given appropriate guidance so they are clear and confident in what to teach. Daily assemblies reinforce themes such as characteristics that are protected in law, inclusion and equality. Pupils can explain why these matter. However, pupils' understanding of fundamental British values and different faiths is less secure.

Leaders ensure that the personal development programme reflects the school's context. Pupils from diverse backgrounds are supported sensitively. Leaders work closely with parents and carers to explain curriculum content and respond to any concerns that they may have. Leaders use a range of approaches to check pupils' wellbeing, both in classrooms and in the Nest. This helps staff to identify emerging needs quickly. Pupils can describe how they learn to keep themselves safe in a range of situations, including online, on the road and near water.

Enrichment is purposeful and inclusive. Leaders have established a clear rationale for trips and experiences that broaden pupils' horizons. After-school clubs are wide-ranging and include arts, music and sport. Staff track who takes part carefully so that disadvantaged pupils, those with special educational needs and/or disabilities and pupils known to social care do not miss out. Pupils value leadership roles, which begin in key stage 1 and develop progressively as they move through school.

Pastoral support is a strength. Staff know families well and provide timely early help through drop-ins, signposting and in-house support. Leaders have introduced a careers programme, including the Dream Big initiative. This is beginning to raise aspirations. The school's approach to active outdoor lunchtimes gives pupils more opportunities to play together and develop social skills.

What it's like to be a pupil at this school

Burnopfield Primary School is a calm, purposeful place that is rooted in strong relationships. Pupils are safe and valued. Staff create an environment where pupils can learn, belong and thrive. Pupils talk positively about school because routines are clear, adults are consistent and behaviour is managed fairly. Staff deal with any issues quickly, which helps pupils to feel secure and confident in their surroundings. In lessons and around school, pupils are respectful and generally show positive attitudes to learning.

Pupils enjoy their learning. They are enthusiastic about reading, mathematics and the wider curriculum. Most pupils can recall key knowledge with confidence. They benefit from a well-taught early reading programme that helps them become fluent, accurate readers. Pupils take pride in their work and want to do well.

Belonging is a strong feature of school life. Pupils describe staff as kind, helpful and always ready to listen. Those who need additional support, including pupils with special educational

needs and/or disabilities and disadvantaged pupils, are included fully in day-to-day activities. Spaces such as the Nest and Cocoon provide calm, nurturing environments where pupils can regulate their emotions and return to learning successfully. Pupils value the friendships they form and say that people get along well.

Pupils thrive through the rich range of wider experiences available to them. They talk excitedly about trips, theatre visits, sports events and after-school clubs, all of which broaden their horizons. Leadership roles begin early, helping pupils to develop confidence and responsibility. Assemblies and personal, social and health education lessons help pupils to understand inclusion, equality and how to keep themselves safe. Pupils relish the lunchtime outdoor play activities. They dance, sing and fully participate in the wide range of structured activities on offer.

Next steps

- Leaders should strengthen the consistency of teaching approaches across all classes so that pupils experience equally effective learning throughout the school and are supported to deepen their understanding across subjects.
 - Leaders should further embed their approaches to managing pupils' behaviour so that pupils' learning across the school is undisturbed by low-level disruption.
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About this inspection

The chair of the board of governors in this school is Marie Scott.

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspectors spoke with the headteacher, other leaders, staff, pupils and members of the governing body, including the chair of governors. Inspectors also spoke with representatives of the local authority and virtual schools during the inspection.

Information about this school:

The school currently makes use of one alternative provision.

Headteacher: Rebecca Brunton

Lead inspector:

David Milligan, Ofsted Inspector

Team inspectors:

Sonia Fraser, Ofsted Inspector

Claire Rowett, Ofsted Inspector

Facts and figures used on inspection

The data was used by the inspector(s) during the inspection. More recent data may have been published since the inspection took place.

 This data is from 19 May 2026

School and pupil context

Total pupils

368

Above average

What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 272

School capacity

400

Above average

What does this mean?

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 300

Pupils eligible for free school meals (FSM)

19.94%

Close to average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last six years.

National average: 26.3%

Pupils with an education, health and care (EHC) plan

2.72%

Close to average

What does this mean?

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 3.5%

Pupils with special educational needs (SEN) support

11.96%

Close to average

What does this mean?

The proportion of pupils with reported special educational support needs at the school.

National average: 15%

Location deprivation

Well below average

What does this mean?

Based on the English Indices of Deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

Resourced Provision or SEND Unit (if applicable)

Resourced provision

What does this mean?

Whether school has Resourced Provision or SEND unit (if applicable).

Type of specialist provision (if applicable)

Not Applicable

What does this mean?

The type of Special Educational Needs provision provided at the school (if applicable).

All pupils' performance

Pupils reaching the expected standard in reading, writing and mathematics

The percentage of pupils meeting the expected standards in a combined reading, writing and mathematics measure.

Year	This school	National average	Compared with national average
Latest 3 year average	81%	61%	Above
2024/25 (final)	78%	62%	Above
2023/24 (final)	86%	61%	Above
2022/23 (final)	77%	60%	Above

Pupils reaching the expected standard in reading

The percentage of pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	87%	74%	Above
2024/25 (final)	84%	75%	Above
2023/24 (final)	90%	74%	Above
2022/23 (final)	88%	73%	Above

Pupils reaching the expected standard in teacher-assessed writing

The percentage of pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	87%	72%	Above
2024/25 (final)	82%	72%	Above
2023/24 (final)	88%	72%	Above
2022/23 (final)	91%	71%	Above

Pupils reaching the expected standard in mathematics

The percentage of pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	92%	73%	Above
2024/25 (final)	90%	74%	Above
2023/24 (final)	92%	73%	Above
2022/23 (final)	95%	73%	Above

Disadvantaged pupils' performance

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	63%	46%	Above
2024/25 (final)	64%	47%	Above
2023/24 (final)	55%	46%	Close to average
2022/23 (final)	69%	44%	Above

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	80%	62%	Above
2024/25 (final)	73%	63%	Close to average
2023/24 (final)	73%	62%	Close to average
2022/23 (final)	92%	60%	Above

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	77%	59%	Above
2024/25 (final)	82%	59%	Above
2023/24 (final)	64%	58%	Close to average
2022/23 (final)	85%	58%	Above

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	77%	60%	Above
2024/25 (final)	73%	61%	Close to average
2023/24 (final)	73%	59%	Above
2022/23 (final)	85%	59%	Above

Disadvantaged pupils' performance gap

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics, including the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	63%	68%	-5 pp
2024/25 (final)	64%	69%	-6 pp
2023/24 (final)	55%	67%	-13 pp
2022/23 (final)	69%	66%	3 pp

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	80%	80%	0 pp
2024/25 (final)	73%	81%	-8 pp
2023/24 (final)	73%	80%	-7 pp
2022/23 (final)	92%	78%	14 pp

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	77%	78%	-1 pp
2024/25 (final)	82%	78%	4 pp
2023/24 (final)	64%	78%	-14 pp
2022/23 (final)	85%	77%	7 pp

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	77%	80%	-3 pp
2024/25 (final)	73%	81%	-8 pp
2023/24 (final)	73%	79%	-7 pp

Year	This school	National non-disadvantaged score	School disadvantage gap
2022/23 (final)	85%	79%	5 pp

Absence

Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

Year	This school	National average	Compared with national average
2024/25 (3 term)	4.3%	5.2%	Below
2023/24 (3 term)	4.8%	5.5%	Close to average
2022/23 (3 term)	4.5%	5.9%	Below

Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

Year	This school	National average	Compared with national average
2024/25 (3 term)	8.1%	13.0%	Below
2023/24 (3 term)	9.9%	14.6%	Below
2022/23 (3 term)	8.4%	16.2%	Below

Our grades explained

Exceptional

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

Strong standard

The school reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention ●

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement ●

The school needs to make urgent improvements to provide the expected standard of education and/or care.

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