

# Inspection of Burnopfield Primary School

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

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Inspection dates: 4 and 5 May 2022

**Overall effectiveness** **Good**

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The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Early years provision **Good**

Previous inspection grade Good

## **What is it like to attend this school?**

Burnopfield Primary is a friendly and welcoming school. Relationships between staff and pupils are very positive. Pupils develop a 'can-do' attitude because they are inspired by their teachers to do well. One pupil said, 'You have to push yourself, have a go, have a growth mindset.'

Pupils are very proud of the responsibilities they volunteer to take on. The pupil mini-police and well-being ambassadors work with their peers to make sure that they feel safe and happy in school. The rainbow ambassadors raise awareness about respecting others. There are many more pupil groups, all of which lead assemblies and run campaigns for pupils and parents and carers. This helps pupils become confident and articulate in expressing themselves to others.

The school is a calm place where pupils are well behaved. The early years team makes sure that children learn to share and care for one another. Clear behaviour routines are in place across the school. Pupils are very enthusiastic about the behaviour reward system linked to prizes, and they are keen to impress their teachers. Pupils report that bullying rarely happens.

Staff value the views of pupils. They ask for their opinions and act on them, for example by bringing in different break- and lunchtime activities.

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

Leaders ensure that the curriculum is ambitious and meets the needs of all pupils. Subject leaders use their expertise to identify the key components of the subjects they lead. Science is well planned to ensure that knowledge content and scientific enquiry skills are taught alongside each other. In geography, the curriculum is well sequenced from Nursery onwards, ensuring that pupils build up their knowledge over time.

Teachers work together on planning and share good practice. This helps them grow in confidence and skill. They study what makes learning memorable and the best approaches to use for their pupils. Teachers make good use of assessment to check that pupils understand new concepts. Teachers are adept at making connections between what has already been taught and new learning. Pupils appreciate the time that teachers set aside to recap prior learning. This helps pupils to know more and remember more. However, in mathematics, some younger pupils do not have the opportunity to learn and use mathematical words. This hinders them, both at this stage and later in school, when trying to explain their reasoning in mathematics.

Leaders have prioritised the teaching of reading. A new scheme has been introduced to make sure that the teaching of phonics is well structured and consistent throughout school. This starts in Nursery, with children joining in with singing and rhymes. When they are ready, pupils read decodable books linked to the phonics scheme. However, not all adults who support readers have been trained in the

phonics programme. This leads to some pupils being given books that do not match their ability. They then struggle to read the text and are at risk of becoming demoralised. Rich class texts are chosen so that they can be studied in some detail. These are used for teaching all aspects of writing. Pupils express their love of books. They enjoy the wide choice of books available, including those reflecting other cultures.

Pupils with special educational needs and/or disabilities are well supported. Pupils' needs are identified at an early stage. Leaders ensure that individual pupils have plans tailored to their needs. This includes bringing a range of professionals with different expertise into school to support pupils' learning and well-being.

Senior leaders promote everyone's mental health and well-being as well as academic success for pupils. Pupils have an excellent understanding about their own mental health needs, and those of others. Pupils access the well-being walkway, a place where they can reflect on their emotions. Some pupils benefit from counselling and the therapeutic services provided.

A wide range of after-school clubs is available. Some are linked to pupil roles in school. Pupils eagerly take on leadership responsibilities, such as being a digital leader. Many blossom in their roles and bring their own initiative to the fore, such as in leading assemblies with their teachers. The themes covered, such as respect and equality, prepare pupils well for life in modern Britain.

Teachers have high expectations of pupils' behaviour. Pupils are polite, courteous and respectful of one another. Leaders reviewed how to create better lunchtimes. New activities are now up and running and have been met with great enthusiasm from pupils and lunchtime staff.

The governing body has a good understanding of the school's priorities. Governors are involved in monitoring visits and they speak with subject leaders. However, sometimes governors do not always hold senior leaders to account as rigorously as they could. For example, when external reports suggest areas for improvement, governors have not always monitored the actions that leaders undertake.

## **Safeguarding**

The arrangements for safeguarding are effective.

There is a strong culture of safeguarding in school. Staff receive up-to-date briefings and training. They know what to be aware of and what to do to keep pupils safe. Effective reporting and recording systems are in place. Leaders make sure that pupils and families who need support are identified quickly and given the help that they need.

Safeguarding is part of the curriculum. Pupils are taught to recognise risks so that they can keep themselves safe. This includes keeping safe when online.

Leaders are vigilant when employing new staff. They ensure that all the necessary recruitment checks are undertaken.

## **What does the school need to do to improve?**

### **(Information for the school and appropriate authority)**

- Not all adults apply the agreed phonics strategy when listening to pupils read. This means that books are sometimes not well matched to the sounds that pupils know. Pupils then struggle to read as the books are too difficult. Leaders need to ensure that training is provided for all staff to ensure consistency when listening to pupils read.
- Some younger pupils do not have the opportunity to use mathematical vocabulary, and some older pupils do not use mathematical vocabulary accurately. This has an impact on how well pupils understand key concepts and terms. Leaders need to ensure that teachers better plan for opportunities for pupils to learn and use mathematical vocabulary within the curriculum.

## **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.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

## **Further information**

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

## School details

<b>Unique reference number</b>	114035
<b>Local authority</b>	Durham
<b>Inspection number</b>	10200728
<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	383
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Mrs Marie Scott
<b>Headteachers</b>	Catherine Thompson and Rebecca Brunton
<b>Website</b>	<a href="http://www.burnopfieldschool.co.uk">www.burnopfieldschool.co.uk</a>
<b>Date of previous inspection</b>	27 November 2018, under section 8 of the Education Act 2005

## Information about this school

- There has been a new leadership team structure put in place since the previous inspection, introducing two co-headteachers.
- The school uses one alternative education provision.

## Information about this inspection

The inspectors carried out this inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school had received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders, and have taken that into account in their evaluation of the school.
- Inspectors held meetings with the co-headteachers, assistant headteacher, early years leader and special educational needs coordinator.
- Inspectors carried out deep dives in four subjects: reading, mathematics, science and geography. To do this, they met with curriculum leaders, visited lessons,

looked at pupils' work, listened to pupils read and met with teachers and pupils. Inspectors also looked at curriculum documentation for early years.

- The lead inspector met representatives of the local governing body, including the chair. She also met with the local authority education adviser who supports the school.
- Responses to the pupil, parent and staff surveys were also taken into consideration.

### **Inspection team**

Mary Cook, lead inspector

Her Majesty's Inspector

Andrew James

Ofsted Inspector

Amy Keith

Ofsted Inspector

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