

# Inspection of a good school: Hebburn Lakes Primary School

Campbell Park Road, Hebburn, Tyne and Wear NE31 2SL

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Inspection dates: 16 and 17 May 2023

## Outcome

Hebburn Lakes Primary School continues to be a good school.

## What is it like to attend this school?

Hebburn Lakes Primary School is a welcoming, inclusive school where pupils thrive. Pupils are happy and safe. They respond well to the high expectations that leaders set.

Leaders and staff are sharply focused on ensuring that pupils achieve well in subjects such as reading and mathematics. As a result, pupils are successfully increasing their knowledge in these subjects. In other subjects, leaders have implemented a carefully considered curriculum matched to pupils' needs.

Adults carefully teach children in the early years about school routines and expected behaviours. This helps them to socialise well and learn effectively. Pupils behave well in lessons and in the playground. Incidents of bullying are rare. Leaders and staff address these quickly and effectively. Pupils know who to seek help from if they have any concerns.

Leaders and staff help pupils to develop self-confidence. They provide experiences to widen pupils' horizons. Pupils are given opportunities to take responsibilities in school. They make positive contributions to the wider community. They are taught about diversity and equality. This all helps to develop their citizenship qualities. Parents and carers are overwhelmingly positive about the social and academic development that their children make.

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

Leaders have established well-sequenced curriculums, including for mathematics and reading. Teachers deliver these curriculums effectively. In early years, adult-led teaching helps children to develop secure mathematical knowledge. There is a wide range of activities in Nursery and Reception for children to practise and reinforce their mathematical understanding. Teachers select appropriate learning activities and resources that help pupils to gain and retain their mathematical knowledge. Teachers make suitable adaptations to meet pupils' needs, including for pupils with special educational needs

and/or disabilities (SEND). Pupils are enthusiastic about learning multiplication facts and enjoy the online times-tables competitions. From the early years through to Year 6, pupils learn well in phonics, reading and mathematics. This depth of learning is not reflected in previously published outcomes.

All staff who teach phonics and early reading have received suitable training. Staff use consistent approaches to teaching phonics. They accurately match pupils' reading books to their sound phonic knowledge. This helps pupils learn to read quickly. Leaders have created a rich reading environment. Pupils develop a love of reading. They can talk about which books they choose to read and why.

In many areas of the curriculum, leaders have established a generally well-sequenced curriculum. Pupils learn and remember important knowledge. However, in some subjects, such as science, pupils do not learn how to apply their knowledge in a structured way. Opportunities to make use of pupils' mathematical knowledge in other subjects are sometimes missed.

In some subjects, staff use assessment well to check that pupils are learning the intended knowledge. In other subjects, leaders have introduced appropriate and manageable approaches to check pupils' learning.

Early years staff successfully teach children the routines and expectations of school. Children listen attentively in adult-led lessons. They work purposefully and cooperatively with other children to practise their learning. Staff make good use of the school's rewards, and pupils respond well to this praise.

Leaders have a well-sequenced personal, social and health education (PSHE) curriculum. This helps pupils to understand equality and diversity. The school's curriculum, combined with responsibilities in school and community involvement, helps develop pupils' citizenship qualities. The school provides a range of clubs that aim to meet pupils' interests. Leaders are considering how to strengthen this offer and how to check that all pupils join a club they will enjoy. Staff use a number of approaches that support the development of pupils' physical and mental health.

All staff effectively support the academic, personal and social needs of pupils with SEND effectively. Within the school, some staff have particularly high levels of expertise. They use their knowledge to train staff in this school and beyond. Pupils with SEND achieve well.

Leaders have successfully implemented improvements to the curriculum. They have clarified staff roles and responsibilities. Staff are positive about how leaders consider their workload and well-being. Some subject leaders are new to their roles. Senior leaders' training programme to develop these leaders is in place. However, not all subject leaders have received the training in how to refine and adapt the curriculum and monitor its effectiveness. Governors use a wide range of approaches to assure themselves that leaders are improving the quality of education. They strategically check that leaders are fulfilling statutory requirements, such as safeguarding procedures.

## Safeguarding

The arrangements for safeguarding are effective.

The school has a strong culture of safeguarding. Pupils who are vulnerable to safeguarding risks are identified quickly. The safeguarding team works effectively with parents and other agencies to secure the help that pupils and parents need. Leaders check the suitability of staff to work with pupils. This includes pre-employment checks and appropriate responses to any other concerns raised.

The schools' PSHE curriculum helps pupils understand healthy relationships in an age-appropriate way. A range of approaches, such as worry boxes, allow pupils to alert staff if they have any concerns.

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

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

- In a small number of subjects, such as science, leaders have not sequenced the different types of knowledge that pupils need to learn clearly enough. As a result, pupils do not fully develop their understanding of how to apply their knowledge, such as how to work scientifically. Where this is the case, leaders should continue their work to map out knowledge more clearly across all subjects.
- Leaders have not completed their programme of subject leadership development. Some subject leaders who are new to their roles are still developing their expertise in refining the curriculum and checking for successful implementation. Senior leaders need to complete their plans to further enhance leadership for all curriculum subjects.

## Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. 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 would now receive a higher or lower grade, then the next inspection will be a graded inspection, which 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 second ungraded inspection since we judged the school to be good in January 2014.

## 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](#)' 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>	136163
<b>Local authority</b>	South Tyneside
<b>Inspection number</b>	10269200
<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>	471
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	John Pinder
<b>Headteacher</b>	Amanda Moody
<b>Website</b>	<a href="http://www.hebburnlakes.co.uk">www.hebburnlakes.co.uk</a>
<b>Date of previous inspection</b>	9 March 2018, under section 8 of the Education Act 2005

## Information about this school

- Since the last inspection, the number of staff has increased and the senior leadership of the school has changed. The headteacher came into post in September 2019. The deputy headteacher and the assistant headteacher came into post in September 2022.
- The school has a specially resourced provision for pupils with SEND who have social, emotional and mental health needs. There are six pupils in the key stage 1 resource base and nine pupils in the key stage 2 resource base.
- The school uses two registered alternative providers.

## Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with leaders and has taken that into account in his evaluation of the school.
- The inspector met with the headteacher, the deputy headteacher and the assistant headteacher. He met with five governors, including the chair of the governing body.
- The inspector completed a telephone call with a representative from the local authority.

- The inspector carried out deep dives in these subjects: early reading, mathematics and science. For each deep dive, he discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- The inspector met with school leaders to discuss pupils' behaviour and attitudes and the school's provision for pupils' personal development.
- The inspector discussed the school's safeguarding procedures with a range of staff. He reviewed the school's documentation regarding safeguarding. The inspector discussed how safe pupils feel in school and how staff teach them to stay safe, including online.
- The inspector analysed the responses to Ofsted's surveys for pupils, staff and parents.

### **Inspection team**

Michael Reeves, lead inspector

Ofsted Inspector

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