

Inspection of Cleadon Church of England Academy

Boldon Lane, Cleadon, Sunderland, Tyne and Wear SR6 7RP

Inspection dates: 28 and 29 February 2024

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Not previously inspected under section 5 of the Education Act 2005

The headteacher of this school is Gary Scott. This school is part of Durham and Newcastle Diocesan Learning Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Paul Rickeard, and overseen by a board of trustees, chaired by John Taylor.

Ofsted has not previously inspected Cleadon Church of England Academy under section 5 of the Education Act 2005. However, in 2011 Ofsted judged Cleadon Village Church of England Primary School to be outstanding before it opened as an academy. This judgement reflected the school's overall effectiveness under the inspection framework in use at the time.

From then until November 2020, the school was exempted by law from routine inspection, so there has been a longer gap than usual between inspections. Judgements in this report are based on the current inspection framework and also reflect changes that may have happened at any point since the last inspection.

What is it like to attend this school?

Pupils enjoy attending this friendly school. They grow in confidence, value their learning and achieve well in most subjects. Pupils work hard in their lessons and enjoy the superb breaktime activities. They are supportive and considerate of each other. Those who are new to the school receive a warm welcome and make friends.

The youngest children make a positive start to their education in the Nursery Year. They are quick to learn routines. The excellent outdoor area helps them to develop independence and resilience. Older pupils are keen to take on responsibilities. The 'eco army' and pupil leaders make a positive difference in school and in the local area.

Leaders are determined that all pupils should thrive. Support for pupils with special educational needs and/or disabilities (SEND) is very effective. These pupils play a full part in all aspects of school life and achieve strong outcomes.

Behaviour in lessons and outside the classroom is exemplary. Pupils strive to meet leaders' high expectations. They feel safe at school. Pupils are very knowledgeable about risks to their safety when online. They know when and how to seek help if they feel worried or upset.

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

School leaders and academy councillors have a clear ambition for all pupils to be ready for the next stage of their learning. They have made effective use of the support offered by the trust and the diocese. This has improved the curriculum and the pastoral offer. The school has several areas of exceptional strength. Staff are proud to work at the school. They feel well supported by leaders.

The school's curriculum is broad and taught in a logical sequence. Leaders encourage staff to seek best practice and training. Staff collaborate with other schools within the trust and further afield. This is leading to improvements in the curriculum. Staff subject knowledge is very strong. Pupils have a thorough understanding of their learning in most subjects. The quality of some areas of the curriculum, such as mathematics and music, is excellent. However, some foundation subjects need further development. In these subjects, activities in lessons do not always teach the key subject skills and knowledge that pupils need.

Provision for pupils with SEND is effective. Staff work closely with parents and external agencies to identify pupils' needs early on. They receive regular training to support pupils with SEND. Pupils receive a range of help in lessons. This includes specialist equipment, reassurance, repetition and low stimulation environments. This support enables pupils with SEND to keep up with their peers.

Leaders expect that all pupils should be fluent readers by the end of Year 1. Pupils have regular opportunities to learn and practise sounds. Their reading books and

their writing lessons match the sounds they learn. All pupils enjoy a wide range of stories, songs and rhymes. Pupils who are at risk of falling behind receive extra phonics sessions to help them catch up. Almost all pupils achieve well in phonics and are fluent readers by the time they start Year 3.

Leaders have strengthened the mathematics curriculum. Pupils enjoy their mathematics lessons. They achieve well. Teachers introduce new learning with precision. Pupils gain a thorough understanding of mathematical concepts. They have regular opportunities to apply their knowledge through solving problems.

The school's programme for the personal development of pupils is outstanding. Pupils learn about relationships and equalities. There is a strong culture of social responsibility. Pupils organise litter picks in the community and support local charities. The school's provision reflects local needs, such as railway safety and cycling skills. Pupils learn about the world of work and the skills required for different careers. The vast majority of pupils attend at least one of the many clubs on offer. The range of activities available to pupils at breaktimes is inspirational. Pupils value these opportunities. They also appreciate the school's provision for their mental health, such as 'Wellbeing Wednesday' and the 'place 2 be' counselling.

The curriculum in the early years provides a strong start for key stage 1. Staff work in partnership with parents. They are skilled at adapting provision to meet children's needs. Staff develop children's language and social awareness through regular conversations. Children show considerable cooperation and interest in their learning. Well-planned activities and resources support this. Children's outcomes are high.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some foundation subjects, activities in lessons do not always support pupils to learn the skills and knowledge that they need. This means that pupils do not achieve as well as they do in subjects such as music and mathematics. Leaders should review the teaching of these subjects so that pupils can build key subject knowledge over time.

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' is used to mean pupils with SEND; pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	140924
Local authority	South Tyneside
Inspection number	10297403
Type of school	Primary
School category	Academy converter
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	474
Appropriate authority	Board of trustees
Chair of trust	John Taylor
Headteacher	Gary Scott
Website	www.cleadonchurchofenglandacademy.co.uk
Date of previous inspection	Not previously inspected

Information about this school

- The school joined Durham and Newcastle Diocesan Learning Trust in 2023.
- The headteacher was appointed in January 2022.
- The school is part of the Diocese of Durham. The last inspection of its religious character (section 48 inspection) was in February 2017. The school's next section 48 inspection is due within eight years of its previous section 48 inspection.
- The school makes use of one registered alternative provider.
- The school offers wraparound childcare on site.
- Members of the local governing body are known as academy councillors.

Information about this inspection

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

Inspections are a point-in-time judgement about the quality of a school's education provision.

- This was the first routine inspection the school 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 met with the headteacher and with the academy council. The lead inspector also held conversations with the chief executive officer of the trust, the chair of trustees, the trust's school improvement partner and a representative of the diocese.
- Inspectors spoke with leaders about provision for pupils with SEND and considered relevant documentation and practice. Inspectors consider the provision for pupils with SEND during deep dive activities, in meetings with pupils and when visiting early years classes.
- Inspectors spoke with teaching and support staff and considered responses to Ofsted's staff questionnaire.
- Inspectors met with pupils throughout the inspection, both formally and informally, during breaktimes and in lessons.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, geography, art and design, and music. For each deep dive, inspectors met with subject leaders, visited lessons, talked with pupils and looked at pupils' work. Inspectors also spoke with pupils about their learning and looked at work in other subjects.
- Inspectors considered the content of academy council minutes and other documentation.
- To evaluate the effectiveness of safeguarding, inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors considered the responses to Ofsted Parent View, Ofsted's online questionnaire, and spoke with parents.
- Inspectors considered pupils' behaviour in and outside lessons. Inspectors also considered school behaviour records and spoke with pupils about behaviour.

Inspection team

Ian Dawson, lead inspector	Ofsted Inspector
Joanne Shaw	Ofsted Inspector
Jen Sloan	His Majesty's Inspector

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