

East Boldon Infants' School

Address: Front Street, East Boldon, Tyne and Wear, NE36 0SW

Unique reference number (URN): 108688

Inspection report: 12 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 ●

Achievement

Strong standard ●

All staff have high expectations of all pupils. This culture is embedded throughout the school. The school ensures that pupils learn to read quickly and fluently. As a result, pupils' phonics outcomes consistently exceed the national average.

All pupils, including those from disadvantaged backgrounds and those with special educational needs and/or disabilities, achieve well from their individual starting points. Staff have a meticulous approach to understanding where pupils have gaps in their knowledge or skills. These are quickly addressed so that pupils do not fall behind.

Pupils produce high-quality work. They develop detailed knowledge across the curriculum and speak about their learning with depth and accuracy. They frequently refer to specific books or school visits that extend their understanding. Pupils remember their learning well over time.

The curriculum at East Boldon Infants' School is carefully designed so that pupils are equipped with the knowledge and skills they need for Year 3. Pupils leave the school prepared for their next educational steps.

Attendance and behaviour

Strong standard ●

Pupils attend school very well. Attendance figures continue to improve and are well above national comparators for all pupil groups. The school ensures that attendance is given a high profile. Leaders keep parents informed with real-time attendance data. The school rewards high attendance with termly certificates and highlights its importance in regular newsletters. Senior leaders regularly track attendance data and meet with families if attendance begins to fall. The school's pastoral and practical support quickly resolves most attendance concerns. The school also engages families with local services for additional help if needed. This support is valued by parents and carers.

Pupils behave brilliantly. They are kind, polite and confident. In lessons, they listen attentively, work well in pairs and respond instantly to teachers' non-verbal cues. At break times, pupils play together happily. 'Playground pals' and 'playground helpers' help everyone to feel included and care for the school environment. Pupils are highly motivated by the culture of praise throughout the school. They are proud of the work they complete and the kindness they see throughout the school. Pupils who need additional help to regulate their behaviour receive timely and effective support. Poor behaviour is very rare. Bullying is not a concern in this school. Pupils meet the high expectations of behaviour throughout the school day.

Curriculum and teaching

Strong standard ●

Leaders make precise decisions regarding the curriculum. The curriculum developments in recent years prioritise children's learning in reading, writing and mathematics. In every subject, there is an ambitious, sequenced curriculum with clear goals. Through ongoing

collaboration with the linked junior school, leaders ensure that the curriculum prepares pupils for their next educational steps. Teachers uphold high expectations for pupils' learning. They use their expertise to explain concepts effectively and address any misconceptions during lessons.

The curriculum is broad, balanced and coherent. It helps children to build a deep bank of knowledge, skills and vocabulary. Leaders constantly refine the curriculum to meet the needs of changing cohorts, including those with special educational needs and/or disabilities. The school's work to develop pupils' oracy skills is woven through the curriculum. As a result, pupils talk about their learning extremely well. Phonics teaching and a rich reading culture permeate the school. Once pupils master phonics, they move on to read high-quality, carefully chosen texts. Children understand what makes a fluent reader because staff explicitly teach these skills.

Early years

Strong standard 

The school's early years provides a strong start for children. The curriculum design prioritises the foundational knowledge children need for their later years at school. Staff identify children's starting points quickly and offer ongoing opportunities for them to deepen their knowledge and confidence. Staff have a thorough understanding of child development. They show expertise in teaching early writing and early reading, which helps children to develop these skills quickly. Children show a sense of awe and wonder when encountering new learning and vocabulary.

Leaders ensure that children's communication and language development are given high priority in early years. Highly skilled staff model language consistently and maximise every interaction they have with children. The planned learning opportunities are designed to extend children's thinking, ideas and language. These strong systems and close relationships with parents and nurseries are very well embedded. Staff use robust assessments to adapt their weekly plans collaboratively. They encourage pupils to take ownership of their learning through 'passports'. These are tailored so that every child has the opportunity to practise and develop their skills and knowledge.

Children are engrossed in their learning in early years. They are keen to talk about their learning and show pride in the work they produce. They are prepared well for Year 1.

Inclusion

Strong standard 

Pupils at East Boldon Infants' School thrive under the staff's nurturing, inclusive approach. Staff know every child well. During the transition into early years, staff quickly identify children who may need additional support. Staff provide the right support to meet children's academic, social and emotional needs.

Leaders ensure that all staff understand how to help pupils with special educational needs and/or disabilities. This is strengthened by ongoing staff training and partnerships with local services. Staff deliver specific support exactly when pupils need it. They monitor pupils' progress closely, using targeted interventions to close gaps in their foundational knowledge. They take a meticulous approach in the way they identify and address every barrier to pupils' learning.

Leaders actively support disadvantaged pupils in many ways. By working with parents and previous settings, the school pinpoints the support each child requires. Staff engage in specialist training to ensure that they have the skills to embed inclusive approaches in the classroom and understand the challenges pupils face. For example, staff run LEGO interventions, which help pupils to listen and take turns.

The entire school is committed to ensuring that every child thrives. This means that at all points of the school day, staff are well aware of the support and encouragement pupils need.

Leadership and governance

Strong standard 

All staff are committed to doing the best for every single pupil at this school. Leaders ensure that they check the quality of teaching and have a robust approach when analysing how well pupils learn. They ensure that any gaps in pupils' learning are addressed.

Leaders possess a granular understanding of each cohort of pupils. They identify the specific barriers facing disadvantaged pupils and ensure that highly effective pastoral and academic support is in place. This approach promotes and ensures high school attendance and strengthens the relationships staff have with families.

Leaders ensure staff receive high-quality professional development. Teachers access meaningful training opportunities, including how to support pupils in terms of any trauma and emotional resilience. This expertise allows the staff to deliver the curriculum effectively and support pupils' communication and language development.

Governors have an accurate picture of the school. They hold leaders to account while remaining considerate of staff workload and wellbeing. They know their statutory duties well and ensure that resources are allocated appropriately. Staff feel involved in the developments across the school. They reflect and model the school's values, especially kindness. Staff are proud to work at the school.

Leaders actively engage with the local teaching community, for example through sharing their expertise in pupils' personal development with other schools. Parents and carers overwhelmingly support the school. All parents who completed the survey stated that they would recommend East Boldon Infants' School to others.

Personal development and wellbeing

Strong standard 

Pupils' actions embody the school's values. They are remarkably kind and considerate. The school's personal, social, health and economic curriculum includes everything pupils need to learn. Leaders enhance the curriculum through their work in relation to national programmes and awards. This supports and enhances the school's successful focus on pupils' character development.

The school offers a wide range of extra-curricular activities, from traditional board games to 'high-flying' mathematics clubs. Leaders track pupils' attendance at clubs and remove any barriers to participation. Pupils take great pride in their leadership roles. They enjoy helping their friends and contributing to school life. Pupils have regular opportunities to consider how

to make their local area a better place and develop their understanding of citizenship. For example, pupils make the most of their 'pen-pal' activities with a local care home.

Pupils learn about a range of different cultures. They are supported to understand the cultural diversity which exists across the country. Pupils understand fundamental British values and fairness in an age-appropriate way. The school has recently broadened its curriculum and staff training to further strengthen pupils' understanding of the protected characteristics. Pupils discuss the concept of equality in an eloquent and age-appropriate way.

Staff teach children how to manage their emotions. Using tools such as 'calm corners' and 'feelings wheels', pupils learn to show that they recognise and reflect on their mood. Pupils know the qualities that make a good friend. They have a clear understanding about online safety, including that some things they see may not be accurate.

The school provides high-quality pastoral support to both pupils and families, often going 'over and above' in the way they offer help.

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

Pupils love being part of this school community. They are happy, polite and delightfully curious. Across all year groups, pupils bring an infectious enthusiasm and a positive attitude to every part of the school day.

Pupils thrive here because staff have built a culture of care and praise. Pupils love receiving positive accolades and points. They enjoy the recognition they earn throughout the day.

Within pupils' short time at the school, they achieve great things. They make strong progress across the curriculum, which prepares them thoroughly for their next educational steps in Year 3. From the start of the Reception Year, children are excited by their learning and the activities available to them. Across the school, pupils talk about their learning in a way that reflects their enjoyment and thirst for learning. Pupils love talking about the books they read and the new vocabulary they learn.

Staff quickly identify specific barriers to pupils' learning. The school is committed to reducing these barriers so that every pupil succeeds. Pupils with special educational needs and/or disabilities are well understood. Staff know their needs well and ensure that they are supported academically and socially.

Bullying does not happen here. Pupils treat each other with kindness. This is a value that defines the life of the school. They enjoy attending, knowing that they are a valued part of the school. Pupils are safe at East Boldon Infants' School. They know how to look after themselves in the community and when using the internet.

Next steps

- Leaders and those responsible for governance should sustain the effectiveness of their work in all areas. They should seek continued improvement, overcoming barriers and challenges, in order to drive a transformational impact for all pupils.
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About this inspection

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 school's senior leadership team, representatives of the governing body and the local authority during the inspection.

The inspectors confirmed the following information about the school: There have been no relevant changes since the previous inspection.

Headteacher: Lisa Holt

Lead inspector:

Georgina Chinaka, His Majesty's Inspector

Team inspectors:

Jessica McKay, His Majesty's Inspector

Jim Hindess, 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 12 May 2026

School and pupil context

Total pupils

153

Below 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

180

Below 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)

11.11%

Below 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

0.00%

Well below 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

14.38%

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)

No resourced provision

What does this mean?

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

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)	3.4%	5.2%	Below
2023/24 (3 term)	3.9%	5.5%	Below
2022/23 (3 term)	4.4%	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)	6.8%	13.0%	Below
2023/24 (3 term)	4.2%	14.6%	Below
2022/23 (3 term)	7.5%	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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) inspects services providing education and skills for children and learners of all ages, and inspects and regulates services that care for children and young people.

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