

West Boldon Primary School

Address: Hindmarch Drive, West Boldon, East Boldon, Tyne and Wear, NE36 0HX

Unique reference number (URN): 108701

Inspection report: 13 January 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 ●

Personal development and wellbeing

Strong standard ●

Pupils, including those who are disadvantaged, benefit from an aspirational personal development programme. They have a strong understanding of life in modern Britain. For example, pupils know why discrimination is wrong and that it has legal consequences. They understand and discuss complex moral and social issues responsibly. They also learn to appreciate and value diversity and difference, showing compassion for the experiences of others.

Pupils understand how to maintain their physical and mental wellbeing. They recognise the importance of sleep, exercise and expressing how they feel. Relationships and health education are taught in an age-appropriate way as pupils move through the school. Pupils are also taught ways to keep safe when they go online.

Selected visitors, workshops and visits to local industry are included in the well-developed careers programme. Pupils are informed about the wider world of work and are inspired by the people that they meet. The economic education that runs alongside this gives pupils an insight into the need for budgeting and earning money.

Pupils from disadvantaged backgrounds are positively encouraged by staff to take part in many activities to develop their talents and interests. Taking part in keyboard lessons or developing talents in sport and the arts are part of the offer. Learning about different cultures and lifestyles is supported by a range of focused assemblies and special events. Older pupils have a deep understanding of equality and discrimination.

Pupils are given a range of opportunities to contribute to school life in leadership roles, such as play leaders, school council communicators, reading buddies and house captains. These instil a sense of pride and loyalty to the school community, which is clearly evident among the pupils.

Expected standard ●

Achievement

Expected standard ●

Pupils learn well across the curriculum. Typically, they learn the skills and knowledge they need to succeed. On the whole, they are well prepared as they make the transition to each new stage of their education. This includes disadvantaged pupils, who progress well from their various starting points. Largely, children in the Reception Year are ready for the challenges of Year 1. Pupils learn the phonics knowledge and early reading skills they need to access the curriculum. Pupils leave the school in Year 6 well prepared for the next stage in their education. Outcomes for pupils achieving the expected standard in national tests are in line with national averages. The proportions of pupils reaching the higher standard in national tests is slightly below national averages. Leaders ensure ongoing professional

learning for staff is focused on improving outcomes for pupils so that more pupils reach the higher standard in national tests.

Attendance and behaviour

Expected standard 

The school is working proactively to reduce the barriers that some pupils face in attending school. The team work well with parents and carers to further their understanding about the importance of attendance. The deployment of extra resources, such as the breakfast club, is having a positive impact on pupils' attendance. As are the whole school strategies, including attendance rewards and the much-loved 'attendance dance'. Leaders are tenacious in finding out where pupils are if they are not in school. They have made attendance everyone's business. Most pupils are now attending school regularly.

Some parents believe that negative behaviour is prevalent in school. This was not seen during the inspection. Leaders foster a calm and positive learning environment. Pupils behave well here. They uphold the school rules to 'respect people, property and learning'. Leaders have resourced the playground well so that there is plenty for pupils to do. At social times, pupils play together happily. They are well mannered and polite. Pupils understand that bullying is not acceptable. The school has effective systems to deal with any negative behaviour by pupils. Staff put in place strategies, such as emotion boards, to help pupils speak about and manage their feelings and behaviour.

Curriculum and teaching

Expected standard 

The school's curriculum is carefully structured. It meets the needs of pupils who arrive at different times from a variety of schools. This includes pupils with special educational needs and/or disabilities. Leaders understand the strengths in the curriculum. They make changes to the way in which the curriculum is taught to deepen pupils' learning. For example, foundation subject lessons have recently included more practical activities with groups of pupils recording their learning together. Pupils learn knowledge well in these lessons. However, they do not have the opportunity to develop longer pieces of written work in a few subjects. This is not preparing them well enough for the rigour of these subjects at secondary school.

Leaders provide appropriate ongoing training to all staff. This includes those who are new to teaching or changing the year group that they teach. As a result, staff have secure subject knowledge and deliver the school's intended curriculum well. Staff adapt their teaching to meet the needs of individual pupils. They check what pupils understand and effectively address any gaps in their knowledge. The teaching of phonics and early reading is a strength. Leaders' expectations for pupils' handwriting are not applied consistently well in some subjects.

Early years

Expected standard 

The early years environment promotes a love of language and storytelling, with high-quality opportunities for talking, reading and creative expression. Staff purposefully engage with children to put them at ease and to involve them in learning activities. Staff model rich

language, provide clear communication and effectively support all children. Children new to school quickly learn routines and appear visibly happy in the setting.

Opportunities for children to explore, revisit and practise skills on their own, both indoors and outdoors, throughout the day are purposeful. Staff are successful in promoting children's independence. Children play amicably with one another, constructing their own imaginary worlds. The curriculum for fine motor development, mathematics, early reading and understanding of the world is well sequenced and thoughtfully resourced. Staff know the children well. They swiftly adapt provision to address gaps in learning, such as counting and early letter-sound blending, through targeted, structured activities. This supports the school's work to develop the important knowledge of reading, writing and number that children will need to be successful learners. Most children are well prepared for the transition to Year 1 when it comes.

Leaders prioritise parent and carer engagement effectively. They listen to feedback and make changes, for example, by developing a nursery provision and establishing wraparound care.

Inclusion

Expected standard 

This is an inclusive school. Leaders are passionate in promoting their vision that all pupils deserve the very best, regardless of their ability or background. Pupils regularly move from other schools to attend either the specialist resource provision or to join the main school. Many have previously been unsuccessful in their learning. Clear policies and processes are in place to support all staff in their work. The school has effective partnerships with external professionals, who provide additional training and support for staff teaching pupils with special educational needs and/or disabilities (SEND). Pupils within the resource provision benefit from a highly effective personalised curriculum. Pupils with SEND progress well from their starting points.

Leaders keep a close eye on the progress that disadvantaged pupils make. They assess the effectiveness of any additional support in place. Leaders take swift action to intervene if something is not having the intended impact on pupils' learning.

The school uses the additional funding for disadvantaged pupils effectively. It ensures that they enjoy the same experiences as others. An ongoing priority for the school is for more pupils who are disadvantaged to attain the higher standard in English and mathematics in Year 6.

Leadership and governance

Expected standard 

Leaders, including members of the governing body, are passionate about continually improving the provision offered in this school. They know their school and its pupils well. Leaders have a clear understanding of the vulnerabilities and barriers that pupils and their families face. They have responded to the needs of the area by introducing a specialist provision for pupils with special educational needs and/or disabilities. Leaders have sourced appropriate training and resources to support staff in this venture. All pupils benefit from learning and playing together across the school community. Pupils are highly respectful and have a keen understanding of fairness and accepting one another. Leaders' efforts to

enhance key aspects of the school have produced a positive influence on the school's curriculum, teaching and pupils' accomplishments. Parent and carers are largely positive about how the school supports their children.

Staff feel supported by leaders' clear direction and their steady approach to guiding the school community. Colleagues at different levels have access to useful professional training that helps them build their skills over time. They recognise the school's commitment to helping pupils make a secure start in their education. Staff value the steps leaders take to consider their wellbeing.

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

All pupils are welcome at West Boldon. No matter what their previous experience of education or barriers to learning may be. This is because the school's inclusive ethos provides pupils with a strong sense of belonging. Staff greet pupils each day with a warm smile. They care deeply about them. This is shown in the positive working relationships between staff and pupils. As a result, pupils feel safe and confident in expressing any concerns they have to members of staff. Crucially, pupils develop a 'can-do' attitude and want to learn.

Pupils embrace the school's 'gold standards' for behaviour and learning. They understand and follow the school rules, taking pride in receiving rewards for doing so. As soon as children start in the early years, they quickly learn how to socialise and follow routines. Pupils show genuine care and kindness towards one another, making bullying and unkind behaviour rare.

The personal development programme equips pupils very well for life in modern Britain. They are very accepting of differences in opinions and have a deep understanding of fundamental British values, such as democracy and tolerance. The careers programme encourages pupils to become aspirational. It gives them goals to achieve and makes learning more purposeful.

Pupils appreciate the school's wider offer. Many are involved in community projects that have a positive impact on others. Leaders encourage all pupils to take part in the broad range of extra-curricular activities. These support pupils in developing their interests and skill set. For example, pupils learn to play musical instruments and perform as part of a rock band.

The classrooms are exciting places to be and pupils regard learning as fun. Pupils attend school well. Overall, pupils achieve in line with national expectations by the end of Year 6. They are ready for their next steps.

Next steps

- Leaders should ensure that staff provide pupils with sufficient opportunities to develop their knowledge and skills to write at length to a consistently high standard across all subjects.

- Leaders should further improve the implementation of the handwriting curriculum to ensure that all pupils write fluently and accurately. They should ensure that any inaccurate letter formation is addressed swiftly and consistently.
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About this inspection

The chair of the board of governors in this school is Sara-Joy Brown.

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.

Inspection activities:

Inspectors spoke with the headteacher and other members of the leadership team, as well as members of the governing body. They also spoke with members of staff, parents, carers and pupils.

The inspectors confirmed the following information about the school:

The school has undergone significant changes since the last inspection. The school now includes specialist provision for social, emotional and mental health needs for 16 pupils.

The school has extended the early years provision to include a nursery for children who are 3 years old.

Headteacher: Linsey Garr

Lead inspector:

Mary Cook, His Majesty's Inspector

Team inspectors:

Oliver Flitcroft, Ofsted Inspector

Chris Baines, 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 13 January 2026

School and pupil context

Total pupils

259

Close to 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

315

Close to 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)

51.35%

Well above 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

10.81%

Well above 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

20.46%

Above average

What does this mean?

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

National average: 15%

Location deprivation

Close to 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)

SEMH - Social, Emotional and Mental Health

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	62%	61%	Close to average
2024/25 (revised)	82%	62%	Above
2023/24 (final)	57%	61%	Close to average
2022/23 (final)	54%	60%	Close to average

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	70%	74%	Close to average
2024/25 (revised)	86%	75%	Above
2023/24 (final)	71%	74%	Close to average
2022/23 (final)	56%	73%	Below

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	73%	72%	Close to average
2024/25 (revised)	82%	72%	Above
2023/24 (final)	69%	72%	Close to average
2022/23 (final)	72%	71%	Close to average

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	74%	73%	Close to average
2024/25 (revised)	86%	74%	Above
2023/24 (final)	60%	73%	Below
2022/23 (final)	82%	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	54%	46%	Above
2024/25 (revised)	71%	47%	Above
2023/24 (final)	50%	46%	Close to average
2022/23 (final)	47%	44%	Close to average

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	64%	62%	Close to average

Year	This school	National average	Compared with national average
2024/25 (revised)	79%	63%	Above
2023/24 (final)	65%	62%	Close to average
2022/23 (final)	53%	60%	Close to average

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	69%	59%	Above
2024/25 (revised)	71%	59%	Above
2023/24 (final)	65%	58%	Close to average
2022/23 (final)	74%	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	66%	60%	Close to average
2024/25 (revised)	79%	61%	Above
2023/24 (final)	50%	59%	Close to average
2022/23 (final)	79%	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	54%	68%	-13 pp
2024/25 (revised)	71%	69%	2 pp
2023/24 (final)	50%	67%	-17 pp
2022/23 (final)	47%	66%	-19 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	64%	80%	-15 pp
2024/25 (revised)	79%	81%	-2 pp
2023/24 (final)	65%	80%	-14 pp
2022/23 (final)	53%	78%	-26 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	69%	78%	-8 pp
2024/25 (revised)	71%	78%	-7 pp
2023/24 (final)	65%	78%	-12 pp
2022/23 (final)	74%	77%	-4 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	66%	80%	-14 pp
2024/25 (revised)	79%	81%	-2 pp
2023/24 (final)	50%	79%	-29 pp
2022/23 (final)	79%	79%	0 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 (2 term)	6.4%	5.2%	Above
2023/24 (3 term)	7.3%	5.5%	Above
2022/23 (3 term)	7.6%	5.9%	Above

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 (2 term)	19.3%	13.3%	Above
2023/24 (3 term)	23.4%	14.6%	Above
2022/23 (3 term)	29.1%	16.2%	Above

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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