

Hebburn Comprehensive School

URN: 108731 | Inspected: 09 December 2025

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.

Achievement

Expected standard

Increasingly, pupils achieve well during their time at this school. Pupils' attainment in national tests and examinations has increased recently. On the whole, pupils are well prepared for their next stage of education, employment or training. In the past, the progress pupils made from their starting points was below average. Leaders have acted swiftly and effectively to ensure that pupils make more rapid and sustained progress. Pupils now typically progress through the curriculum well. Disadvantaged pupils' attainment in national tests is above that of their disadvantaged peers nationally. The gap between the achievement of disadvantaged and non-disadvantaged pupils at the school is narrowing. Pupils have the important knowledge they need so that they are ready for their next stage of learning.

Sometimes, older pupils develop a deeper understanding of certain topics. This is because they have had the opportunity to explore them in greater depth. This is less often the case for younger pupils, who have fewer opportunities to explore certain topics in such detail so as to develop the depth of knowledge that they could across the curriculum. Leaders recognise there is more to do to ensure all pupils secure more complex knowledge and skills over time.

Curriculum and teaching

Expected standard

Leaders have an accurate understanding of where the school's curriculum and teaching is more effective and where it requires further refinement. Leaders' recent changes to the curriculum ensure that what pupils learn in each subject prepares them well for the next stage of their education. If pupils have gaps in their basic skills or knowledge, for example literacy or numeracy, the school addresses these quickly. Support to improve some pupils' handwriting is at an earlier stage of development. Staff are knowledgeable about the content of the curriculum. Lessons are taught well and help pupils build on what they already know. Regular opportunities to revisit prior learning are embedded in the curriculum. Typically, staff check what pupils do and do not understand effectively before moving on in lessons. Often, staff adapt future learning effectively based on current gaps in pupils' knowledge and skills. However, this is not consistent across the school. This means that sometimes tasks do not build successfully on what pupils know. Support for pupils with special educational needs

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and/or disabilities in lessons is generally appropriate and enables pupils to learn well. Staff understand and remove barriers to learning that disadvantaged pupils face.

Inclusion

Expected standard

Leaders are focused and determined on meeting the needs of all pupils and in particular the inclusion of disadvantaged pupils. For example, pupils with special educational needs and/or disabilities (SEND) are quickly and accurately identified. Staff receive useful information about how best to support pupils. This is typically used well to adapt lessons for pupils with SEND where appropriate. The information available to staff is regularly reviewed to ensure it is relevant and accurate. Leaders have successfully created supportive initiatives within the school to further improve disadvantaged pupils' achievement and pastoral care. Staff who support these pupils are knowledgeable about their individual needs. The school's targeted work with disadvantaged pupils is effective. Leaders are focused and determined on meeting the needs of all pupils and in particular the inclusion of disadvantaged pupils. Where aspects of inclusion work are still being refined, leaders know what needs further development. Staff receive ongoing training to help them understand the support disadvantaged pupils might require. The school works closely with parents and outside agencies to understand each pupil's individual needs. Leaders recognise the challenges specific to their school's context. They have used the pupil premium funding well to improve disadvantaged pupils' achievement and personal wellbeing. Where alternative provision is used, it is in the best interests of pupils. The school regularly checks on pupils' progress in these settings. Pupils who attend alternative provision are positive about the support they receive and how this enables them to learn and develop well.

Leadership and governance

Expected standard

School leaders act in pupils' best interests. School development priorities are appropriate and generally impactful. Leaders have brought about improvements to pupils' achievement and behaviour, but to a lesser degree, attendance. Those responsible for governance share leaders' ambitions for all pupils to thrive. They understand where the school is on its improvement journey. Governors support and challenge leaders effectively. The governing body undertakes its statutory duties well. It ensures that additional funds are directed appropriately to ensure disadvantaged pupils have equal access to enrichment opportunities. Staff benefit from a well-considered professional learning programme. This approach is based on educational research and adapted to the school's context. Leaders have created a culture of professionalism and high expectations. This has raised standards and built a mutually supportive culture among staff. Leadership at all levels of the school continues to strengthen. Staff are extremely positive about working at the school. They say that wellbeing is a priority for leaders. Early career teachers get the support and guidance they need to make a positive start to their teaching career. Leaders are fully committed to developing a cohesive school community. This includes actively engaging with parents and carers as changes are made. There are regular opportunities for parents to visit the school and

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take part in events and celebrations. Parents appreciate the support staff offer pupils. Leaders emphasise the importance of working hard, being kind and aspiring for your future. These values are reflected in leaders' commitment to seeing each pupil achieve their potential. Needs attention

Attendance and behaviour Needs attention

Too many pupils do not attend school as often as they should. Although pupils' attendance has improved recently, there is more work to do to secure high levels of attendance for all pupil groups, particularly pupils with special educational needs and/or disabilities. Leaders have clear ambitions for pupils' attendance, but their approach has not brought about sustained improvement. It is too soon to determine the full impact of more recently introduced attendance strategies. Pupils understand the importance of attending school regularly. They value the rewards to incentivise high attendance. Staff emphasise the importance of attending well. The school is tenacious in supporting pupils who are persistently absent and removing barriers to attending well. In some individual cases, this has led to improved attendance. Leaders have established a calm and orderly learning environment at the school. There are high expectations of pupils' behaviour, which are well understood by staff and pupils. Pupils rise to these expectations and generally have positive attitudes to their learning. Pupils collaborate well with their peers. If staff have to issue reminders about behaviour, pupils respond quickly and learning is rarely disrupted. Around the school, pupils are polite and respectful. Staff address issues of bullying swiftly and effectively. Such incidents are rare. Discriminatory language of any sort is not tolerated by staff or pupils. There is a welcoming culture at the school built on mutual respect and trust.

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

Pupils and staff share warm, positive relationships. Pupils value the support that staff offer them academically and pastorally. The school prioritises pupils' wellbeing so that they are ready to learn. There is a strong sense of belonging within the school community. Pupils are proud of the diversity within their school community, and they are accepting of differences. Younger pupils quickly settle into routines and enjoy their learning. Bullying is rare and is dealt with well by staff should it occur. Older pupils are proud of the achievements and accomplishments that they have made during their time at school. They say that the school has helped prepare them for their futures well. The school is ambitious for all pupils to achieve their potential. Pupils' achievement has improved recently. This is particularly the case for disadvantaged pupils, who now achieve well. Pupils understand the importance of being respectful and ready for learning. Classrooms are calm and pupils typically behave well. When this is not the case, the school takes effective action to help pupils improve their attitudes to learning. Pupils who have previously struggled to meet the school's expectations are now thriving. Staff know pupils well. Pastoral care is of a high quality. Pupils feel safe and reach out to adults if they need advice or guidance. Pupils' attendance is beginning to improve. However, pupils are still absent too often. This impacts negatively on their achievement. The school provides a wide range of opportunities to enrich pupils' character education and cultural understanding. As well as extra-curricular clubs, school trips and pupil leadership roles, staff also promote pupils' independence. These events include diversity celebrations, enterprise activities and community engagement initiatives.

Next steps

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- Leaders should continue to strengthen and implement their attendance strategy to rapidly improve attendance for all groups of pupils.
 - Leaders should ensure that staff consistently set work that enables all pupils to develop secure, detailed knowledge and skills across the curriculum, enabling them to achieve highly.
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For detailed performance data including disadvantage gap analysis, historical trends, and comparison tables, visit the school's profile on WhatSchool:

<https://whatschool.ai/en/school/hebburn-comprehensive-school-hebburn>