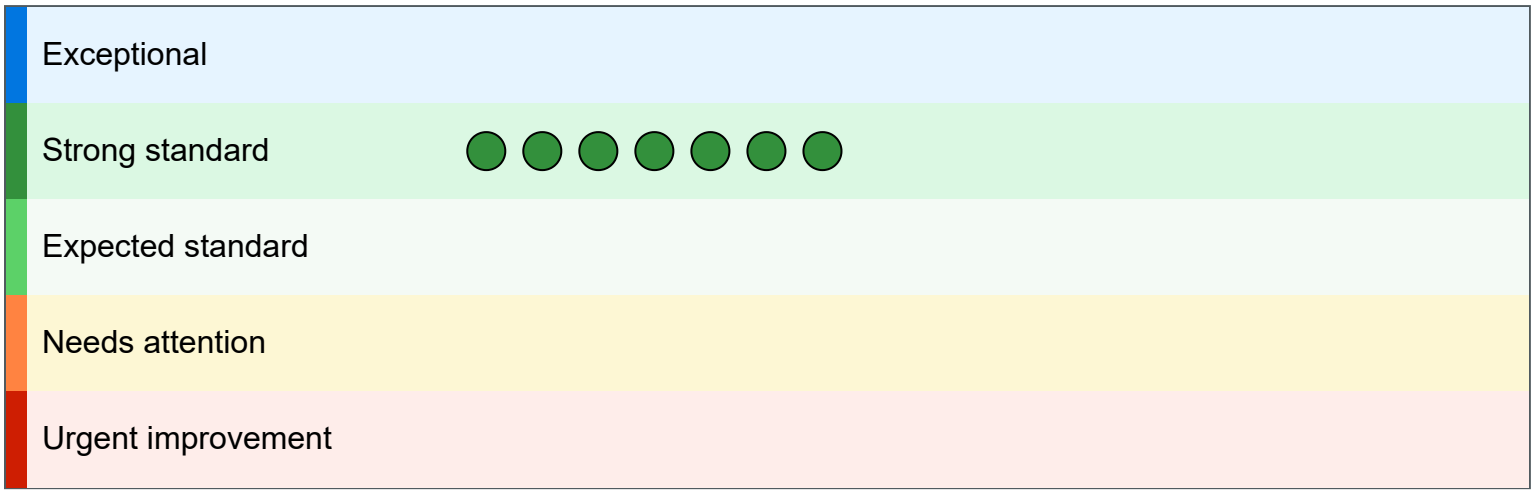
Breckon Hill Primary School

Address: Breckon Hill Road, Middlesbrough, TS4 2DS

Unique reference number (URN): 150090

Inspection report: 29 September 2026



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

Children make a positive start in the early years. Barriers to language and literacy are quickly tackled and progress is accelerated. Consequently, the proportion of children ready for Year 1 is increasing.

As a result of high-quality teaching, and effective support, pupils quickly secure strong foundations for future learning. They develop a deep and rich knowledge of the subjects they have studied across the curriculum. They recall previous learning clearly.

By the time pupils leave the school at the end of key stage 2, their attainment in national tests is at or above the standards achieved nationally. Progress made by disadvantaged pupils and those with special educational needs and/or disabilities is impressive. The attainment of disadvantaged pupils is, in some subjects, higher than that of their non-disadvantaged peers. As a result, most pupils are very well prepared for the next stage of their education.

Attendance and behaviour

Strong standard

Leaders place a high priority on pupils' attendance. They promote the importance of high attendance with families as soon as they join the school. They monitor attendance closely and act promptly when a pupil's attendance starts to fall. Staff work with families, and with external partners where needed, to remove the barriers that prevent some pupils from attending. The approaches that the school uses are innovative and impactful. The culture of attendance is supported by pupil attendance ambassadors who take their responsibility seriously and encourage classmates to come to school. Consequently, overall attendance has improved notably and is now broadly aligned to national averages.

Staff have very high expectations of pupils' behaviour and apply them consistently. Pupils know the school's rules to 'work hard, be kind and be here'. They demonstrate kindness and respectful attitudes to one another as they learn and play together. On the rare occasions where pupils’ behaviour does not meet expectations, adults take the time to help pupils understand the impact of their actions. Classrooms are calm places where pupils can focus on their learning. Staff adapt their approach thoughtfully for pupils who find it difficult to manage their emotions. Effective pastoral support is available for pupils who need it. Incidents of bullying are rare. Pupils are confident that staff deal with any concerns quickly.

Curriculum and teaching

Strong standard

Leaders have created a broad and ambitious curriculum that is rich in language and literacy. Teachers skilfully introduce new and ambitious subject vocabulary to pupils. The curriculum is continually reviewed so that it reflects the pupils at Breckon Hill. It is thoughtfully sequenced, setting out clearly the knowledge that pupils should learn from the Nursery to Year 6. Leaders have empowered teachers to adapt the curriculum so that it meets the needs of pupils with special educational needs and/or disabilities, those who are disadvantaged, and those who face other barriers to their learning. Where required, some

pupils access specialist classes which provide a curriculum that is carefully matched to their needs.

There is a relentless focus on securing pupils' knowledge in reading, writing and mathematics. Phonics teaching begins in the Nursery. Highly trained staff teach the programme accurately. Pupils who fall behind receive sharply targeted support so that they can keep up. As a result, most pupils leave key stage 1 as confident, competent readers, writers and mathematicians.

Teachers are knowledgeable in the subjects that they teach. Staff explain new ideas clearly and revisit previous learning regularly to help pupils remember more over time. Across the curriculum, teachers check pupils' understanding and use this information to plan what to teach next.

Early years

Strong standard

The early years' curriculum establishes the important knowledge that children need to learn. Leaders make well-considered adaptations to the curriculum to ensure that it meets the needs of all children. Consequently, it is rich in opportunities for children to grow their vocabulary, language skills and develop effective learning behaviours.

Staff are well-trained to support children's academic and welfare needs. All staff are aspirational for what children will achieve. This results in high-quality interactions between children and adults with staff carefully modelling the language they want children to learn.

Detailed checks on children's understanding are used to inform the high-quality learning opportunities and additional support that children receive. Children learn in a warm, safe and engaging space that captures their interests. Across the early years reading is prioritised and phonics is well taught. Learning takes place in an environment rich in rhymes, songs and stories. From their starting points, all pupils, including disadvantaged pupils and those with special educational needs and/or disabilities make rapid progress.

Staff know children and their families well. Transition arrangements are carefully planned so that children start school confidently. A wide range of activities, such as stay and play sessions builds strong partnerships with parents and carers from the start.

Inclusion

Strong standard

Breckon Hill is an inclusive school. Leaders have created a culture in which every pupil belongs and staff know and value each child as an individual. Staff identify pupils' needs quickly, including the needs of pupils with special educational needs and/or disabilities (SEND) and those who are disadvantaged. Leaders make detailed, frequent checks on the impact of the support that pupils receive. They draw on the expertise of the trust and external professionals to secure the right help for pupils with more complex needs. Pupils accessing the 'Hills' and 'Link' classes thrive in these carefully planned, specialist settings. Consequently, pupils with SEND learn the same ambitious curriculum as their peers and participate fully in school life.

The special educational needs coordinator gives staff clear guidance on how to adapt their teaching. All staff have received the training they need to support pupils with SEND, those who are disadvantaged, and those who face other barriers to their learning effectively. The strategies that staff use are implemented consistently.

Leaders use additional funding to reduce the barriers that disadvantaged pupils face. The academic support that the school provides is highly effective in accelerating the progress these pupils make. Leaders also prioritise these pupils' wellbeing and access to clubs and wider opportunities. As a result, they benefit from a rich and rewarding school experience.

Leadership and governance

Strong standard

Leaders and those responsible for governance have set out a clear vision for excellence. They have established a high aspirations culture in school. This is captured in the school's motto, 'Make the most of every day'. Staff, pupils and those with responsibility for governance understand and support this vision. Decisions are made in the best interests of pupils. Leaders have robust systems in place to evaluate the impact of the strategic decisions they make. This means they understand the school's strengths well. Actions for improvement are sharply targeted at where they will make the most difference for pupils.

Those with responsibility for governance, including trustees and members of the local governing body, understand their statutory duties. They visit the school to check on leaders' actions and receive detailed information from leaders about the progress the school is making. They provide challenge and support for leaders, ensuring that the pace of improvement is rapid and sustained.

Staff appreciate the professional development and trust wide networking opportunities that they receive. Working collaboratively, staff share impactful practice and support with one another. Leaders consider staff's workload and wellbeing carefully when they introduce new initiatives. Staff describe leaders as approachable and say that they feel valued and well supported.

Leaders engage effectively with parents and carers through regular communication and opportunities to visit the school. Parents are positive about the school and the education that their children receive.

Personal development and wellbeing

Strong standard

The provision for pupils' personal development and wellbeing is a strength of the school. Leaders are reflective and carefully monitor the impact of the personal development curriculum on their pupils. They use this information to thoughtfully adapt the curriculum to support pupils' personal, social and health development. The curriculum reflects the school's values of determination, honesty, passion, respect, self-belief and teamwork.

The 'Breckon Hill 50 experience challenge' broadens pupils' spiritual, cultural and sporting horizons. It provides memorable life experiences and opportunities that challenge pupil's thinking, views and opinions. For example, residential visits help pupils to see the value of teamwork and build self-confidence while learning about other cultures teach them about the importance of equality, tolerance and respect.

Pupils understand the risks that they may face when using the internet, and they know to report any concerns to a trusted adult. A well taught relationships and sex education (RSE) and health education curriculum gives older pupils an age-appropriate understanding of healthy relationships. Pupils learn about fundamental British values, including democracy. They bring these values to life when they elect their peers to positions of responsibility, such as the school council. Pupils take on a range of responsibilities. These roles allow pupils to be active citizens and contribute to their school community. Librarians, sports leaders and attendance ambassadors take their roles seriously. They act as positive role models for younger pupils.

Pupils benefit from a wide range of clubs, including choir and dance. Leaders monitor who takes part and they encourage disadvantaged pupils and those with special educational needs and/or disabilities to join in. Participation rates for these pupils are high.

Staff support pupils' wellbeing with care. Pupils know that adults will help them when they feel worried or upset. ‘The Link’ specialist provision has been established to provide pastoral support for pupils. As a result, pupils are increasingly able to manage their own feelings and this helps them access learning alongside their peers.

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

Breckon Hill is a friendly and welcoming school where pupils feel safe and happy. They thrive academically and socially in this highly inclusive place. Pupils know that adults care about them and they trust staff to help them when they are worried. Relationships between pupils and staff are warm and deeply respectful.

All staff expect pupils to behave well. Pupils realise the school’s vision by working hard, being kind and being present. They make the most of every day. Classrooms are calm and productive places where learning is rarely interrupted. Bullying is also rare. Pupils trust adults to sort out any problems quickly.

Pupils work conscientiously during lessons and take pride in their achievements. This is reflected in the high-quality work they produce. Pupils speak confidently about what they have learned. This starts in the early years, where learning routines and high expectations are established quickly. Highly effective interactions between staff and pupils help to expand children’s vocabulary. Children quickly experience success and a love of learning. By the time pupils leave Breckon Hill they have a rich understanding of the curriculum they have studied. They are well prepared for the next stage of their education.

Pupils enjoy coming to school. They thrive in the inclusive environment that leaders have created. Pupils understand the importance of high attendance. They relish the badges and rewards they receive when their attendance improves. Over time, the proportion of pupils who attend regularly has notably increased.

Pupils participate in a wide range of opportunities beyond the classroom. They take part in a variety of clubs and enjoy educational visits that broaden their cultural awareness. Many

pupils hold positions of responsibility, such as school councillors, pupil wellbeing leaders and librarians.

Next steps

- Leaders should continue to build on the notable improvements they have made to pupils' rates of attendance so that this is sustained.
- Leaders should continue to refine and develop their inclusive practices so that the school's approaches to inclusion can be shared more widely.

About this inspection

This school is part of The Legacy 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 (CEO), Sarah Lymer, and overseen by a board of trustees, chaired by Haroon Rashid.

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 headteacher and other senior leaders, staff and pupils in the school during the inspection. Inspectors also visited lessons and looked at pupils' work. An inspector spoke with the chair of the board of trustees, and representatives of the local governing body, including the chair. An inspector also met with the CEO.

Inspectors considered the responses to Ofsted's surveys.

The inspectors confirmed the following information about the school:

The school joined The Legacy Learning Trust in October 2023.

The school runs a before- and after-school club for pupils.

The school currently uses no alternative provision.

Headteacher: Joanne Smith

Lead inspector:
Chris Pearce, His Majesty's Inspector

Team inspectors:
Alison Cottrell, Ofsted Inspector
Katie Lowe, Ofsted Inspector
Annalei Bartlett, Ofsted Inspector

Facts and figures used on inspection

This was the data available at the time of the full inspection, taken from different sources. More recent data may have been published since the full inspection took place.

The inspector(s) used this data during the full inspection on 29 September 2026

School and pupil context

Total pupils

541
Well above 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: 268

School capacity

630
Well above 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)

56.22%
Well above average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last 6 years.

National average: 26.5%

Pupils with an education, health and care (EHC) plan

2.03%
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: 4.1%

Pupils with special educational needs (SEN) support

30.13%
Well above average

What does this mean?

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

National average: 15%

Location deprivation

Well above 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).

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	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	70%	62%	Close to average
2023/24		61%	

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	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	76%	75%	Close to average
2023/24		74%	

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	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	75%	72%	Close to average
2023/24		72%	

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	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	82%	74%	Above
2023/24		73%	

The Key Stage 2 data we used for this inspection has not yet been published; therefore, we have not provided it alongside this school's report card. ‘R’ in the table indicates that the data is not yet available. We will update the table when the Department for Education publishes the data for the latest academic year.

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	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	66%	47%	Above
2023/24		46%	

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	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	76%	63%	Above
2023/24		62%	

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	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	70%	59%	Close to average

Year	This school	National average	Compared with national average
2023/24		58%	

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	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	80%	61%	Above
2023/24		59%	

The Key Stage 2 data we used for this inspection has not yet been published; therefore, we have not provided it alongside this school's report card. ‘R’ in the table indicates that the data is not yet available. We will update the table when the Department for Education publishes the data for the latest academic year.

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	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	66%	69%	-3 pp
2023/24		67%	

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	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	76%	81%	-5 pp
2023/24		80%	

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	R	R	R

Year	This school	National non-disadvantaged score	School disadvantage gap
2025/26 (provisional)	R	R	R
2024/25 (final)	70%	78%	-8 pp
2023/24		78%	

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	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	80%	81%	-1 pp
2023/24		79%	

The Key Stage 2 data we used for this inspection has not yet been published; therefore, we have not provided it alongside this school's report card. ‘R’ in the table indicates that the data is not yet available. We will update the table when the Department for Education publishes the data for the latest academic year.

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
2025/26 (1 term)	4.9%	5.1%	Close to average

Year	This school	National average	Compared with national average
2024/25 (3 term)	5.2%	5.2%	Close to average
2023/24 (3 term)	6.3%	5.5%	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
2025/26 (1 term)	13.7%	14.4%	Close to average
2024/25 (3 term)	17.5%	13.0%	Above
2023/24 (3 term)	20.0%	14.6%	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.

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.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at https://reports.ofsted.gov.uk.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: http://eepurl.com/iTrDn.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted
© Crown copyright 2026

© Crown copyright