

Cheviot Primary School

Inspection report

Unique Reference Number	108452
Local authority	Newcastle Upon Tyne
Inspection number	377758
Inspection dates	23–24 November 2011
Reporting inspector	Christine Inkster HMI

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	234
Appropriate authority	The governing body
Chair	Keith Aungiers
Headteacher	Barbara Redhead (Executive headteacher)
Date of previous school inspection	1 October 2008
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Introduction

This inspection was carried out by one of Her Majesty's Inspectors and two additional inspectors. The inspectors observed teaching and learning in 12 lessons, observing 11 teachers and all classes as well as some individual and group work. They also held meetings with pupils, staff, members of the governing body, a specialist literacy consultant and the School Improvement Partner. One inspector spoke to parents and carers informally before school. Inspectors observed the school's work and looked at a range of documentation including the school development plan, minutes of governing body meetings, pupils' work over a limited period of time, information about the care and protection of pupils (safeguarding), school policies and pupils' performance data. They scrutinised questionnaires from 54 parents and carers, 84 pupils and 16 staff.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- What the school is doing to raise attainment in all key stages.
- If all groups of pupils are making similar amounts of progress, including those with special educational needs and/or disabilities.
- The current rates of attendance and punctuality, to see if the school is doing all it possibly can to promote attendance.
- How good the quality of teaching and assessment are and how well embedded new strategies are to improve the quality of teaching.
- The effectiveness of leadership and management at all levels in improving the quality of teaching and pupils' learning and progress.

Information about the school

Cheviot is a broadly average-sized primary school. The proportion of pupils known to be eligible for free school meals is high. Most pupils are of White British heritage and few speak English as an additional language. The proportion of pupils with special educational needs and/or disabilities is broadly average, although higher in some year groups. Most of these pupils have moderate learning difficulties or behavioural, emotional and social difficulties. The school accommodates two additional resource centres which admit pupils from across the city. One of these is for the assessment of pupils in the Early Years Foundation Stage and the other is for pupils in Key Stage 2 with behavioural, emotional and social difficulties. The school has Healthy School status, Activemark, the Intermediate International Award and Enviro Schools Silver Award. There is currently a part-time executive headteacher who joined the school in October 2011; the substantive headteacher, who took up her post in January 2011, is absent.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory and 4 is inadequate
Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

3

The school's capacity for sustained improvement

3

Main findings

The school provides a satisfactory standard of education. There has been a period of turbulence over the last few months. However, the governing body has been prompt and proactive in addressing this situation and, with the support of the local authority, an executive headteacher has recently been appointed. Despite a dip in pupils' attainment and progress over the last academic year, prompt action has been taken to rectify this, for example, by providing additional training for staff and booster classes, additional support and one-to-one tuition for individual pupils. Attendance was very low but has rapidly improved and is now broadly average. The school development plan identifies appropriate areas for improvement and work is already underway to address these priorities. Senior leadership has been strengthened and leaders and members of the governing body are working closely together to make the necessary improvements. Consequently, capacity for further improvement is satisfactory.

There are some areas that are good. The care, guidance and support for pupils are good and pupils say they feel safe and know who they can turn to if they have a worry or concern. The school provides a nurture facility for pupils whose circumstances may make them vulnerable or who have behavioural, emotional and social difficulties, where members of staff support them to overcome any problems they may have. There was a decline in behaviour in recent months which has caused much concern to pupils and their parents and carers. However, this has promptly been addressed by senior leaders and a calm and purposeful ethos has been restored in the school. There are a number of pupils who present challenging behaviour but this is now well managed and there was no disruption in lessons seen or around the school during the inspection. A parent support officer works closely with pupils and their families and this has been effective in supporting individual pupils' needs as well as helping to improve attendance rapidly. Senior leaders acknowledge that the school needs to re-establish its relationships with parents and carers in order to regain their confidence in some aspects of the work of the school, including the management of pupils' behaviour. Pupils have a good understanding of how to lead healthy lifestyles and choose to participate in a range of sporting activities.

Achievement is satisfactory. Children in the Early Years Foundation Stage make satisfactory progress from their very low starting points but their skills are still well below average by the time they enter Year 1. Attainment was broadly average at the

end of Year 6 in 2008 and 2009 and teacher assessments in 2010 show that 91% of pupils made expected progress in English and mathematics. In 2011 attainment dipped to well below average because of some turbulence within the school. However, senior leaders have taken prompt steps to address this by re-establishing assessment systems and pupil progress meetings to ensure that all staff are accountable for the progress made by pupils. Staff have received training to enable them to make accurate assessments of pupils' attainment. The quality of teaching and assessment is now satisfactory, with some teaching that is good. In lessons in upper Key Stage 2, the quality of teaching is good; additional support has been provided for pupils and this is accelerating rates of progress in order to raise attainment. Pupils' learning and progress are satisfactory but there is not enough good teaching to ensure that pupils make consistently good progress across the school. There are not always opportunities for all leaders to monitor and evaluate the quality of teaching and learning across the school to ensure enough impact on the achievement of pupils.

Up to 40% of the schools whose overall effectiveness is satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

What does the school need to do to improve further?

- Accelerate pupils' progress and raise attainment in English and mathematics in all key stages by:
 - ensuring that all teaching is consistently good or better
 - ensuring consistency in the use of assessment to inform planning and address the learning needs of individual pupils
 - improving the quality and variety of the curriculum offered to pupils to engage their interest and help them fully develop their skills.
- Improve leadership and management by closely monitoring and evaluating the quality of teaching and learning to ensure that strategies put in place have enough impact in improving the achievement of pupils.
- Re-establish relationships with parents and carers in order to regain their confidence in some aspects of the work of the school.

Outcomes for individuals and groups of pupils

3

Pupils make satisfactory progress from their very low starting points on entry to the Early Years Foundation Stage. However, there is some variation between classes and year groups in respect of the differences in the levels of challenge pupils receive. Analysis of national data indicates that gaps in the achievement of different groups of pupils are narrowing, particularly at Key Stage 1. The progress of pupils who speak English as an additional language, those who are known to be eligible for free school meals and those who have special educational needs and/or disabilities, including those in the Key Stage 2 additional resource centre, make similar progress to their peers. This is because of the good-quality support they receive to meet their individual needs. In lessons seen, pupils were engaged in their learning and behaved

well. Pupils were keen to succeed and worked at a good pace when provided with well-matched tasks. For example, they thoroughly enjoyed their learning in a lesson on the Second World War when they were engaged in 'hot seating' and drama activities.

Pupils say they feel safe and well looked after. They choose to adopt healthy lifestyles and are keen to participate in a range of sporting activities. This is endorsed by their contributions to the achievement of Healthy School status and Activemark. Pupils' behaviour deteriorated over a period of time but has improved recently and is now satisfactory overall, although behaviour seen in lessons and around the school was good. Pupils make a satisfactory contribution to the community. They are keen to become involved in fundraising events, contribute gifts to elderly people and entertain them in a local home. The school council take their responsibilities seriously and contribute to decisions made within the school. Attendance has improved significantly and is now broadly average. Pupils make satisfactory progress in developing their basic skills of literacy, numeracy, and information and communication technology and are satisfactorily prepared for the next stage of their education. Pupils' spiritual and social development is good, as shown by the way they respond to opportunities for reflection, through their thoughtful responses and the way in which they work cooperatively together. However, their moral and cultural development is less well developed as they have few opportunities to meet with those whose backgrounds may be different from their own.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account:	
Pupils' attainment ¹	4
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
The extent to which pupils feel safe	2
Pupils' behaviour	3
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	3
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account:	
Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	3

How effective is the provision?

Teaching is satisfactory across the school and there is some good teaching. In the better lessons pupils make good progress because teachers' enthusiasm and good subject knowledge fully engage pupils in their learning, particularly when they provide fun and interesting activities such as 'hot seating' activities and drama. Speaking and listening skills are promoted effectively, for example through 'talk partners' and some effective open questions are asked to promote pupils' thinking

¹The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

skills. In less strong lessons work does not always match pupils' individual needs, the pace of learning is slow and pupils do not have enough time to practise their skills. Pupils' work is not always neat or well presented and there is still room for improvement with spelling, grammar and punctuation. Teaching assistants are well deployed and provide effective support to those pupils who need additional help with their learning. However, teaching is not consistently good enough to enable pupils to make good progress from their low starting points.

Marking and feedback are consistent across the school and pupils understand the systems in place. Pupils' work is marked conscientiously and identifies what they have done well and what they can do to improve. However, there are not enough opportunities for pupils to respond to marking and address any misconceptions they may have. Pupils have individual learning targets but not all are sure what they have to do to achieve them. Assessment is not always used well enough to inform planning and match work closely to pupils' individual needs.

The curriculum is broad and balanced and there is a clear focus on developing pupils' skills in literacy and numeracy. Although there are examples of good practice, occasionally some activities are not exciting or stimulating enough to engage pupils fully in their learning or to meet their needs and interests. The curriculum is extended well through a range of school visits and visitors into school. There are some extra-curricular clubs but they mainly involve sporting activities and there are fewer opportunities for pupils to engage in other activities such as art or music.

Care, guidance and support are good and a particular strength is the care extended to families. The school caters well for pupils with special educational needs and/or disabilities within the school and also in the additional resource centres. There are effective links with a wide range of agencies which greatly benefit these pupils with complex behavioural, emotional and social needs. Action to improve attendance has been very effective, for example, through newsletters, rewards for pupils and direct contact with parents and carers, particularly through the parent support officer.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	3
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The recently appointed executive headteacher has a clear vision for the school and is well supported by the governing body and senior leaders. Staffing is being stabilised and new ways of working are being introduced. The school recognises that many of these are not yet fully embedded and their impact not proven. The monitoring role of some middle leaders, for example, remains less well developed. They have not all had enough opportunities to evaluate the quality of teaching and learning within the school to ensure that strategies introduced have had enough impact on improving the outcomes for pupils. Whole-school development planning identifies appropriate

priorities and work is already underway to address these. The effectiveness of the governing body is satisfactory. Members of the governing body monitor the work of the school and provide suitable challenge and support. They listen carefully to the views of pupils, parents, carers and staff and take prompt action if any concerns are expressed. There is a link governor attached to each class in order to closely monitor the progress pupils are making. Safeguarding practices are satisfactory and meet requirements. There is a member of the governing body with responsibility for safeguarding who ensures that all policies are reviewed and that procedures are appropriately in place.

The promotion of equal opportunities is satisfactory, with some variability in the quality of teaching but with gaps in pupils' performance being reduced. Discrimination is rare and, when encountered, is dealt with appropriately. The school works satisfactorily to promote community cohesion within the school and local community but opportunities to develop links with national and international communities are limited. There are some good opportunities for parents and carers to participate in events in school such as an art afternoon, a cross-country family run and in the support given, particularly by the parent support officer, to families of those children whose circumstances may make them vulnerable. However, engagement is satisfactory overall as some parents and carers are concerned about some aspects of the work of the school, for example the management of pupils' behaviour.

These are the grades for the leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	3
The effectiveness of partnerships in promoting learning and well-being	3
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	3
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

Children make satisfactory progress from their very low starting points on entry to Nursery. Their communication, language and literacy, and early numeracy skills are weak and still well below those typical for children of their age when they enter Year 1, although their physical development is stronger. Children are settled and happy and have good relationships with staff and with one another. They behave well and engage in activities with interest and enthusiasm. Every opportunity is taken to develop children's speaking and listening skills, especially through individual and small group sessions with teaching staff. Children are encouraged to express their views and explain what they are learning and doing. This was evident when children

were constructing 'rockets' and 'houses for dinosaurs' with construction toys and were able to explain what shapes they were using to the teacher. Children are well cared for and welfare requirements are met. Attention to specific needs is good, especially for children who find learning difficult and for those who speak English as an additional language, which ensures that all are included. The children from the additional resource unit are welcomed into the classroom environment and the provision for their needs is very good. However, resources in the Nursery and Reception classes and outdoors are limited and this restricts opportunities for learning. Leadership and management are satisfactory and staff are now working more closely as a team since recent changes in the location of the Early Years Foundation Stage within the school.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation stage	3
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management in the Early Years Foundation Stage	3

Views of parents and carers

Approximately one quarter of parents and carers responded to the questionnaire and inspectors spoke to parents and carers before school. They feel that the school keeps their children safe, helps them to support their child's learning and helps their child to have a healthy lifestyle. Inspection evidence confirms these positive views.

Some concerns were expressed about the leadership and management of the school, particularly in respect of the way the school deals with unacceptable behaviour. A new executive headteacher has recently been appointed and she and the governing body are aware that there had been a decline in pupils' behaviour. However, inspection evidence shows that this is being tackled and that most pupils behave well and any unacceptable behaviour is now dealt with promptly and effectively.

School leaders have expressed their wish to re-establish good relationships with parents and carers in order to regain their confidence in some aspects of the work of the school.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Cheviot Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 54 completed questionnaires by the end of the on-site inspection. In total, there are 234 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	27	50	20	37	6	11	1	2
The school keeps my child safe	27	50	22	41	4	7	1	2
The school informs me about my child's progress	25	46	21	39	6	11	0	0
My child is making enough progress at this school	26	48	20	37	6	11	0	0
The teaching is good at this school	26	48	25	46	1	2	0	0
The school helps me to support my child's learning	25	46	27	50	1	2	0	0
The school helps my child to have a healthy lifestyle	21	39	29	54	2	4	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	21	39	19	35	7	13	0	0
The school meets my child's particular needs	23	43	21	39	6	11	2	4
The school deals effectively with unacceptable behaviour	18	33	14	26	17	31	5	9
The school takes account of my suggestions and concerns	18	33	27	50	4	7	3	6
The school is led and managed effectively	15	28	21	39	12	22	3	6
Overall, I am happy with my child's experience at this school	26	48	18	33	8	15	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above is for the period 1 September 2010 to 08 April 2011 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



25 November 2011

Dear Pupils

Inspection of Cheviot Primary School, Newcastle Upon Tyne, NE5 4EB

Thank you for welcoming us to your school. We enjoyed talking to you and seeing all the things you do. Thank you particularly to the pupils who gave their time at lunchtime to talk to the inspector.

We have judged your school to be satisfactory. You make satisfactory progress in your learning because teaching, assessment and the curriculum are satisfactory. There are some things that are good. Adults take good care of you. You say that you feel safe and know you can go to an adult if you have a worry or concern, particularly to talk to a member of staff in the nurture room. Those of you who find learning or behaving well particularly difficult receive good support to help you improve. You have a good understanding of how to lead healthy lifestyles and many of you enjoy the opportunities to take part in sporting activities, often in clubs after school. Most of you now come to school more regularly and this is very important so that you do not miss important learning.

There are some things we have asked the school to improve. We have asked that teachers work hard to help you make better progress in your learning by improving the quality of teaching and assessment. We have also asked that they give you more exciting and fun activities to do and help you practise your literacy and numeracy skills even more. We have asked the school leaders to check that you are all making as much progress as you can. Some of you and your parents and carers told us in the questionnaires that behaviour has not been as good as it could have been in your school. However, you told us that you now receive rewards for good behaviour and that it is improving. We hope that you will all try to behave well so that other children do not get worried or upset. We wish you well in the future.

Yours sincerely

Christine Inkster
Her Majesty's Inspector

