

Chillingham Road Primary School

Ninth Avenue, Newcastle-upon-Tyne, Tyne and Wear, NE6 5XX

Inspection dates 19–20 June 2013

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|--------------------------------|----------------------|-------------|----------|
| Overall effectiveness | Previous inspection: | Outstanding | 1 |
| | This inspection: | Good | 2 |
| Achievement of pupils | | Good | 2 |
| Quality of teaching | | Good | 2 |
| Behaviour and safety of pupils | | Outstanding | 1 |
| Leadership and management | | Good | 2 |

Summary of key findings for parents and pupils

This is a good school.

- Teaching is consistently good and occasionally outstanding. Teachers ensure work is well-matched to pupils' individual skills and abilities and plan activities that engage and interest pupils. As a result, pupils make good progress.
- The curriculum offers pupils many stimulating opportunities to develop their skills in writing, reading and information and communication technology (ICT). Pupils enjoy science, history, music and art and a range of sports and extra-curricular activities.
- Pupils' behaviour is outstanding. Pupils from diverse backgrounds care exceptionally well for one another; they say they feel extremely safe at school.
- The school offers excellent care and support and provides extremely well for pupils' spiritual, moral, social and cultural development.
- Phase and subject leaders have introduced initiatives which have improved teaching and speeded up pupils' progress, particularly in writing and mathematics.
- The headteacher and the governing body have a very clear understanding of the school's strengths and weaknesses. They have maintained the exciting curriculum and improved teaching and pupils' achievement.

It is not yet an outstanding school because

- More rigorous targets for teachers in relation to pupils' progress have not yet had time to help all pupils make outstanding rather than good progress.
- In some instances, when teachers mark work, they do not give clear advice about how pupils can improve their work.
- Pupils have too few opportunities to apply their mathematical skills in real-life situations.

Information about this inspection

- The inspectors had meetings with staff, groups of pupils and the Chair and Vice-Chair of the governing body. The inspectors also spoke to the school’s local authority Achievement Partner.
- The inspectors looked at a range of evidence including: the school’s improvement plan; the school’s data relating to pupils’ progress; monitoring reports; the work pupils were doing in their books; and the school’s documentation relating to safeguarding.
- The inspectors observed teaching and learning in 12 lessons taught by 11 teachers and listened to groups of pupils in Year 2 and Year 6 read. In addition, the inspectors made a number of short visits to lessons.
- Inspectors conducted four joint observations of lessons with the headteacher and the deputy headteacher. The inspectors also observed the leaders reporting back to teachers on their findings regarding the quality of learning and pupils’ achievement in lessons.
- The inspectors took into account the 31 responses to the on-line questionnaire (Parent View). Inspectors also spoke to parents, received letters from individual parents and analysed the school’s own questionnaire of parents’ views.
- Sixteen staff completed questionnaires and the responses were analysed.

Inspection team

Gordon Potter, Lead inspector

Additional Inspector

Derek Sleightholme

Additional Inspector

Full report

Information about this school

- This school is smaller than the average-sized primary school.
- Most pupils are White British. However, there is a significant proportion of pupils from a diverse range of ethnic and cultural backgrounds, for most of whom English is not believed to be their first language.
- The proportion of pupils known to be eligible for the pupil premium is well above average. (The pupil premium is additional funding for those pupils who are known to be eligible for free school meals, children from service families and those children that are looked after.)
- The proportion of pupils supported at school action is above average.
- The proportion of pupils supported at school action plus or with a statement of special educational needs is average.
- The school meets the government's current floor standards which set out the minimum expectations for pupils' progress and attainment.

What does the school need to do to improve further?

- Improve the quality of teaching so that it is consistently outstanding, to further raise standards and rates of pupils' progress, by:
 - embedding recent changes to teachers' performance management so that all the success of teaching is measured against the number of pupils who consistently make outstanding progress each year
 - improving marking so that pupils know clearly how to make their work better
 - offering more interesting opportunities in mathematics for pupils to apply their skills in solving problems related to everyday life.

Inspection judgements

The achievement of pupils is good

- Most children start school with skills that are below those typically expected for their age. Pupils make good progress in the Early Years Foundation Stage and Key Stage 1 as a result of good teaching. There is good teaching of how to link letters to the sounds they make. This is combined with effective teaching of writing, and calculation ensures that pupils make swift progress in developing their reading, writing and mathematical skills.
- As a result, standards at the end of Year 2 have improved in the last three years and are now average in reading, writing and mathematics.
- In 2012, attainment the end of Year 6 was average. This was a year group who had lower starting points at the end of Year 2 but who made good progress in Key Stage 2. Likewise, the work of pupils currently in Year 6 is average. They have made good progress from their varying starting points which overall were below average at the end of Year 2. A greater proportion of these pupils than in recent years is working above the standards expected for their age in reading, writing and mathematics.
- In 2012 fewer of the pupils who were eligible for the pupil premium made expected progress in English and mathematics than other pupils in the school. In national tests at the end of Year 6 in 2012 the attainment of those eligible for free school meals was two terms behind that of other pupils in the school in mathematics and in English it was half a year behind.
- The school has recognised that this is an area that needs tackling. Through targeted support and clear tracking of their progress, it now helps those pupils who are eligible for the pupil premium to make the same good progress as is made by pupils who are not eligible for this additional funding.
- Disabled pupils, those with special educational needs and those pupils for whom English is not believed to be their first language, are helped to make the same good progress as their class mates. Indeed, in 2011 and 2012, these groups of pupils made excellent progress in Key Stage 2. This clearly shows the school's commitment to promoting equal opportunities and tackling discrimination.
- Inspection evidence shows that progress in reading is good. This is a result of a consistent focus on reading. Pupils' good knowledge of how letters are linked to sounds helps them to read words they are not used to. There is a very effective focus in all classes on helping pupils to understand and enjoy books and read more often in school and at home.

The quality of teaching is good

- Teaching is good overall. There are many examples of excellent practice, but not enough to result in outstanding progress for pupils.
- All lessons have stimulating topics and a range of engaging activities that move at a brisk pace. Teachers question pupils well and encourage them to talk through ideas and solve problems with their partners. Teachers are very skilful at explaining what pupils are to learn and lead them through ways to do tasks. They use information about pupils' skills and abilities effectively to plan work which stretches the most-able pupils and gives them extra work that challenges them further during lessons.
- All of these excellent approaches were seen in Year 4 lesson where the teaching of the writing of cinquains, a poetic form that employs a 5-line pattern, was outstanding. The teacher made it extremely clear to pupils what they were to learn. She engaged them in writing a poem together, developing their understanding of adjectives and verbs, as well as their imagination. Pupils wrote their own poems, based on their topic work about sea creatures. They were enthused and helped to succeed and the most-able pupils were challenged to develop their poems through using alliteration. All pupils made rapid progress.
- Teachers use targets extremely well so that pupils know very clearly what they need to do to

reach the next level in their work. Pupils' work is regularly marked and while there is good practice in most classes, not all teachers make it clear to pupils how they can improve their work.

- Teachers use pupils' reading, visits and the many exciting topics they cover in a range of subjects as the starting point for writing activities. Pupils write regularly in English and in subjects across the curriculum. As a result, there are many examples across school of pupils making accelerated progress in writing.
- There is good teaching of mathematics which offers pupils opportunities to improve their understanding of a wide range of mathematical skills and to make good progress. However, there are too few opportunities for pupils to practise their skills in mathematics in solving challenging problems related to everyday life.

The behaviour and safety of pupils are outstanding

- Pupils from a wide range of cultural backgrounds play and work exceptionally well together. They respect one another extremely well, and enjoy one another's successes. They have great tolerance and care for one another and have an exceptionally clear understanding of the needs of people around the world. This is also as a result of the excellent, sensitive care they receive from adults in the school.
- Pupils say that behaviour is excellent in their lessons. Indeed, highly admirable behaviour was evident in lessons during the inspection as well as around the school, with pupils of all ages settling to work independently and with great enthusiasm. They also work highly productively with their partners and in groups, for example, sensibly sharing equipment when measuring outdoors.
- The school's records of behaviour show that the behaviour of almost all pupils has been excellent in the past three years. As a result, there have been no exclusions. Pupils are punctual and attendance is average and improving.
- Pupils feel exceptionally safe. They are aware of different forms of bullying, including name-calling and homophobic bullying. They are adamant that there is no bullying, although friends occasionally fall out. Such minor differences are quickly dealt with by 'buddies' who help all pupils and by adults.
- The school council has helped to plan and raise funds to improve the playground and organises competitions and fund-raising for various charities and to fund the many trips that pupils enjoy.

The leadership and management are good

- The headteacher has a very clear view of the school's strengths and weaknesses as well as an accurate understanding of what the school needs to do to improve further. Plans for these improvements and the ways in which they will be achieved are clearly outlined in the school's development plan.
- The headteacher demands the highest standards. She has a clear view of what and how pupils should learn. Accordingly, she has maintained her vision of a curriculum that encourages pupils' imagination and creativity alongside the development of their basic skills.
- As a result, the curriculum is extremely exciting and contributes strongly to pupils' highly developed spiritual, moral, social and cultural awareness. It provides very many opportunities for pupils to develop their love of history, geography, science and ICT. It is particularly strong in encouraging pupils to enjoy and develop their skills in drama, art and music.
- The headteacher has created strong teamwork and high morale across the school. She has the skills and confidence to develop other leaders in school and to allow them to introduce new approaches based on clear research and appropriate training. As a result leaders have had an impact on improving the quality of target-setting and the teaching of writing and mathematics so that there is much highly effective teaching across the school.

- All leaders regularly assess the quality of teaching, analyse data about pupils' progress and look at pupils' work so that a consistent approach to learning is evident across school and pupils make at least good progress in all classes. The headteacher and deputy headteacher have a very accurate view of what constitutes good teaching and are extremely clear in their feedback to teachers about the quality of their teaching and how it might be improved.
- Performance management is clearly focussed on increasing the rates at which pupils make progress, improving the quality of teaching and raising standards. Teachers are very clear that they will only be rewarded when their pupils have done as well as, or better than, they should have done. The headteacher has set even more demanding targets for teachers. However, these targets have only recently been applied and have not yet had time to have a full impact on attainment and progress.
- The local authority works very effectively with the school. It has offered clear advice and high quality training on writing and mathematics and how to improve the quality of teaching across school.
- **The governance of the school:**
 - The governing body is highly involved in the life of the school. It offers strong support and clear challenge based on the analysis of data. For example, it wishes to tackle the shortfall in attainment for those pupils who are eligible for the pupil premium. It has recently analysed the way it operates and developed a more strategic approach to school improvement. The governing body skilfully manages the budget and has carefully planned the current improvements to the school building. The Chair and Vice-Chair are very well-informed about the school and use governors' expertise to full effect, for example in budget management and provision for pupils in the Early Years Foundation Stage. They monitor the performance of all staff and ensure that they have received appropriate training, for example, to ensure that pupils are kept safe from harm through safeguarding systems which meet current guidelines.

What inspection judgements mean

| School | | |
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| Grade | Judgement | Description |
| Grade 1 | Outstanding | An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment. |
| Grade 2 | Good | A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment. |
| Grade 3 | Requires improvement | A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection. |
| Grade 4 | Inadequate | <p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p> |

School details

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| Unique reference number | 108463 |
| Local authority | Newcastle Upon Tyne |
| Inspection number | 412328 |

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

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| Type of school | Primary |
| School category | Community |
| Age range of pupils | 3–11 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 211 |
| Appropriate authority | The governing body |
| Chair | Heather Holmes |
| Headteacher | Karen Elliot |
| Date of previous school inspection | 19 October 2006 |
| Telephone number | 0191 2655940 |
| Fax number | 0191 2762794 |
| Email address | admin@chillingham.newcastle.sch.uk |

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