

Cheviot Primary School

Yetholm Place, Westerhope, Newcastle-upon-Tyne, Tyne and Wear, NE5 4EB

Inspection dates

3–4 December 2013

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Pupils make good progress from their starting points. Pupils' progress has continued to accelerate since the last inspection because the quality of teaching has improved.
- The quality of teaching is good. The consistent approach to the way lessons are planned and delivered, and the way in which pupils' work is marked, have significantly contributed to the improvements.
- Pupils thoroughly enjoy school. They are keen to learn and have very positive relationships with each other and the staff within the school.
- The school provides a safe, harmonious and nurturing environment. Pupils are very well cared for and feel safe. The staff ensure that all pupils, whatever their ability or background, are given every opportunity to fully engage in school life.
- The headteacher, ably supported by the deputy headteacher, has developed a whole school team who are determined to ensure that the pupils get the best possible education.
- The governing body effectively challenges all aspects of the school's work and also provides high quality support.

It is not yet an outstanding school because

- Although, overall the quality of teaching is good, there is not yet sufficient outstanding teaching to ensure that all pupils of all abilities make the best possible progress.
- Standards that pupils achieve in mental mathematics, and English grammar, punctuation and spelling, are not as good as in reading and writing.
- Not all subject leaders play a full part in evaluating pupils' achievements.

Information about this inspection

- Inspectors observed 15 lessons, including a joint observation with the headteacher. In addition, inspectors listened to pupils read and reviewed pupils' written work.
- Meetings were held with different groups of people involved with the school. These included pupils, members of the governing body, the headteacher, senior leaders, members of the teaching staff and an officer from the local authority.
- The 21 responses to the on-line questionnaire (Parent View) and the school's surveys for parents were examined. The Ofsted questionnaire completed by school staff was also examined. The school's website was reviewed.
- A range of documents including the information on pupils' achievements, the school's data on pupils' current progress, documents relating to planning for improvement, procedures for checking the quality of teaching, documents relating to safeguarding and records relating to behaviour and attendance were reviewed.

Inspection team

Barbara Hudson, Lead inspector

Additional Inspector

Graeme Clarke

Additional Inspector

Full report

Information about this school

- This school is smaller than the average-sized primary school.
- Most pupils are from White British backgrounds.
- 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 above average.
- The proportion of pupils known to be eligible for the pupil premium is well above average. (Pupil premium is additional funding for those who are known to be eligible for free school meals, children from service families and those that are looked after.)
- The school has an Early Years Foundation Stage Assessment Resource Centre and a Key Stage 2 Assessment Resource Centre which admit pupils from across the city of Newcastle.
- The school meets the government's current minimum floor standards, which set the minimum expectations for pupils' attainment and progress.
- Since the last inspection a new headteacher and deputy headteacher have been appointed and sixty percent of the teaching staff has changed.
- The school has recently become a member of the Newcastle North West Learning Trust.
- The school has recently opened a Pre-school for 2-year-olds. This facility was not part of this inspection but will be subject to its own inspection at a later date.

What does the school need to do to improve further?

- Ensure that the amount of outstanding teaching increases in order to accelerate achievement further by:
 - making sure that all teachers develop effective questioning skills to challenge all pupils fully
 - making sufficient time available for pupils to review their learning and consolidate key points.
- Raise achievement in mathematics and English grammar, spelling and punctuation by:
 - further developing pupils' ability to do calculations mentally
 - extending the focus on English grammar, spelling and punctuation to all written pieces of work.
- Develop further the skills of subject leaders to ensure that they are able to evaluate teaching and pupils' achievements effectively within their areas of responsibility.

Inspection judgements

The achievement of pupils

is good

- Pupils achieve well in this school because they want to learn and teaching is good.
- Although there is some variance from year to year, children generally join the nursery with skills and abilities that are well below those expected for their age. In the Nursery and Reception classes, the excellent quality of the provision ensures that they make good progress, which is rapidly becoming outstanding, from their starting points.
- As they move through Key Stage 1 pupils continue to make good progress. They leave Year 2 with standards that are below those found nationally. The difference between the standards that pupils at Cheviot attain and those nationally are closing rapidly, particularly in writing.
- Pupils in Key Stage 2 also make good progress and leave Year 6 with standards that are in line with national standards in reading, writing and mathematics. This is not always evident in the overall Year 6 test results as these include Year 6 pupils who are in the Resource Centre. In 2013 standards overall at the end of Year 6 were below average, particularly in mathematics. However, for those not in the Resource Centre, standards were in line with those nationally in mathematics and writing and were above average in reading. Standards in English grammar, punctuation and spelling, however, are significantly below those of pupils nationally. The school is aware of this and has already put actions in place to address the deficit.
- More pupils than average make expected and above-expected progress in reading and writing. In mathematics an average proportion of pupils make at least expected progress. Progress in mathematics is not as strong as in reading and writing because pupils' mental calculations are not as good as they could be. The most-able and some pupils with special educational needs make the most progress.
- Disabled pupils and those with special educational needs, including those in the Resource Centres, make good progress. This is because they receive well-tailored individual support. Staff expertise within the two Resources Centres is used well throughout the school to ensure that pupils with special educational needs make good progress.
- Pupil premium funding has provided more staff. This facilitates more focused one-to-one and small-group support. It also enhances the pastoral provision for those pupils and families with particular social and personal needs. As a result, pupils supported by this funding make good progress from their starting points. In 2013 tests, the results of pupils eligible for free school meals compared favourably with those of their peers and similar pupils nationally.

The quality of teaching

is good

- Teaching is consistently good and a fifth of teaching seen was outstanding. Staff are keen to improve their teaching. Senior leaders have a very accurate view of the quality of teaching. The robust systems for evaluating teaching, the clarity of the feedback to teachers and their willingness to implement ideas for improvement have ensured that the approach to teaching is consistent. It meets pupils' needs well.
- All lessons are taught at a lively pace with opportunities throughout the lesson for pupils to find out what they need to do next and then work individually or in a group. This ensures that nearly all of the pupils can get on productively all the time. However, a few pupils wait for others to answer questions and contribute to the lesson, because teachers do not direct suitably pitched questions to them individually.
- Pupils thoroughly enjoy their learning and their spiritual, moral, social and cultural development is promoted effectively in lessons. As a result, very positive relationships between teaching staff and pupils are evident and pupils work very co-operatively together.
- Teachers know pupils' abilities well. This, coupled with their good subject knowledge, ensures lessons are planned very well for the different groups of pupils in a class. Exceptionally good teamwork between teachers and teaching assistants ensures that all pupils have appropriate

support, and this increases pupils' progress.

- In the most effective lessons, staff provide high levels of challenge throughout the lesson for pupils of all abilities. Pupils are encouraged to have a go and staff do not interfere too soon if pupils are going wrong. In fact they interject just at the right moment, so that pupils learn from their mistakes and successes. In the best lessons, every opportunity is taken to extend pupils' thinking through skilful questioning.
- In the some lessons, staff do not always ask well-considered questions that enable pupils to think in depth before they answer. Time is not always used well to help pupils learn from one another because a lesson moves on to the next activity.
- Marking of pupils' work is regular, with many examples of detailed feedback in their writing and mathematics books, and this helps pupils to improve further. Time for pupils to reflect and act on these comments is not consistently provided across the school.
- Parents feel that their pupils are taught well and they also feel that they are supported very well to help their children at home.

The behaviour and safety of pupils

are good

- Pupils thoroughly enjoy school life. They want to learn and show good levels of concentration and motivation in lessons. They all feel included in everything that the school does. They show care and respect to one another, work well together and enjoy themselves at playtimes and lunchtimes. Pupils' attendance is average. It is improving quickly because of the actions taken by the school. The incentive of a 'sleep over' in school for pupils who have managed 96% attendance in a term is very motivating.
- Pupils feel safe in school. They have a very clear understanding of the school's system to manage behaviour. They feel that behaviour is good in their school because everyone abides by the rules. The school has a system for recording incidents of poor behaviour, and as one child said, 'there is no hiding place, Mrs Tetley knows everything!' However, the system does not collate the types of misbehaviour so that there can be more targeted intervention.
- Pupils are supported and cared for well and there is very effective support for families. There are thorough procedures to safeguard all pupils. Staff liaise with one another and a wide range of support agencies to provide the best care for pupils.
- Staff are very good at praising pupils so that they feel good about themselves and want to learn. They are also particularly good at listening to pupils' concerns and helping them to resolve their problems. Pupils are very confident that if they have a problem they can receive help by asking a member of staff. As one pupil said, 'this is a safe place to be because I know I can share any problems I may have and the staff will listen to me and help me sort them out.'
- The curriculum provides pupils with knowledge and understanding about how to keep safe in a variety of situations within and beyond school, including e-safety. It also makes them aware of the different types of bullying and strategies to resolve issues. Pupils are very confident that if bullying should occur, a member of staff would quickly resolve the problem.
- All parents who responded to Parent View were very positive about pupils' behaviour, and said that their children felt particularly safe in school and well cared for.

The leadership and management

are good

- The school is led with an enthusiastic determination to provide the best opportunities for pupils. All staff and governors are fully committed to the continued drive for improvement. This has resulted in rapid improvements in teaching and pupils' achievements since the last inspection.
- Robust procedures to check the quality of teaching and pupils' achievements are in place. Lesson observations, the regular monitoring of teachers' planning and pupils' work, together with meetings about pupils' progress ensure that leaders are well-placed to tackle variations in performance.

- School leaders have an accurate view of the school's performance. Systems to manage staff performance are used well, both to support and challenge their work. Staff value highly the range of well-targeted training opportunities offered by staff in the school and the local authority.
- Much of the work of middle leaders is effective and is having a very positive impact on the support pupils with special educational needs receive and the support for new staff. Their work makes a significant contribution to the consistent approaches to teaching. However, subject leaders, other than those for English and mathematics, are only beginning to develop their roles. The school recognises this and has plans for further development in this area.
- The lively, well-planned curriculum develops pupils' skills while providing an interesting range of subjects and topics for study. However, although reading and writing are generally taught well across the whole curriculum, the lack of emphasis on spelling, punctuation and grammar is restricting pupils' progress. The school provides pupils with a wide range of sporting and creative enrichment activities, including educational visits, to ensure that they have the opportunity to engage in a good range of learning experiences.
- Rigorous financial monitoring and evaluation ensures the funds the school receives are used well including the additional pupil premium funding.
- The new primary school sports funding is used well to increase the opportunities for pupils to partake in physical activities within the school day and supports a wide range of after-school clubs. Within these sessions there is a clear focus on enjoyment, developing pupils' understanding of why physical activity is beneficial to their health, and on giving them opportunities to develop their interests and potential.
- School leaders and governors value the good support provided by the local authority. The school also works productively with other schools, notably those in the Newcastle North West Learning Trust.
- The staff have built very strong links with parents. Parents are very appreciative of the education that their children receive and the help and support that they receive from the school staff.
- **The governance of the school:**
 - The governing body is highly ambitious for the school. Governors are challenging, yet supportive of the school. They have the required skills and expertise to hold leaders to account. They have an excellent understanding of the strengths of the school and where the school needs to go next to improve its work. Their meetings have focussed on evaluating the improvements in pupils' standards and progress since the last inspection. They have also reviewed the quality of the staff appointments that they have made. They have used this information when they have considered performance management and pay progression. They have a clear understanding of the school's finances, including pupil premium funding and the primary school support funding. The school's safeguarding arrangements meet the statutory requirements.

What inspection judgements mean

School		
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

Unique reference number	108452
Local authority	Newcastle upon Tyne
Inspection number	425781

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	183
Appropriate authority	The governing body
Chair	Chris Harland
Headteacher	Caroline Tetley
Date of previous school inspection	23 November 2011
Telephone number	0191 2869324
Fax number	0191 2714845
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