

# Inspection of a good school: Tyneview Primary School

Winslow Place, Off Titan Road, Walker, Newcastle-upon-Tyne, Tyne and Wear NE6 3QP

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Inspection dates:

14 and 15 September 2021

## **Outcome**

Tyneview Primary School continues to be a good school.

## **What is it like to attend this school?**

Pupils are happy and are at the very core of this inclusive school. Leaders and governors have pupils' best interests at the heart of all they do. They are ambitious for pupils and what they can achieve. Pupils develop positive relationships with one another; they value the friendships they have. They also have consideration for the well-being of their peers.

Parents and carers value the care and guidance that school staff extend towards their children. They praise the inclusive culture of the school. As one parent said: 'The staff seem to genuinely care a great deal about the well-being of the pupils.'

Pupils enjoy coming to school. They attend well. They talk about the range of opportunities that exist for them, both in and out of the classroom, including visits and visitors coming into the school. This helps with their personal growth and development.

Pupils feel safe. They say that most pupils behave well. Staff and parents agree. Pupils understand about the different types of bullying. They are unanimous that there is no bullying; they are confident that should it happen, leaders will sort it out. Pupils are taught how to keep themselves safe from risk and harm, including how to stay safe online.

## **What does the school do well and what does it need to do better?**

Pupils are at the very heart of this school community. Leaders act with determination and ambition to ensure that all pupils develop aspiration and hope for the future. This is reflected in their aims to provide pupils with opportunities to develop perseverance and resilience to become lifelong learners and 'be the best they can be'. Staff say that leaders care about the whole community and have a focus on the well-being of adults and pupils.

Leaders place a high priority on the development of reading. Younger pupils learn to read through a carefully structured phonics programme that starts fully in the Reception year. Pre-reading activities are taught in both the 2-year-old and Nursery provision. These

include the sharing of stories, songs and rhymes. Adults listen carefully to pupils read from books that are well matched to the sounds that they have learned. Assessment is used regularly to check on pupils' progress. Where pupils are at risk of not keeping up with the pace of the programme, they are given appropriate and timely support. This helps them to catch up. Pupils in key stage 2 enthusiastically share information about the range of books they are reading, both in class and independently. These include a range of both fiction and non-fiction.

There is a clear rationale for the teaching of mathematics across the school. The mathematics curriculum is well organised. In early years, children are provided with opportunities to develop their language and communication skills. For example, children in Reception talked enthusiastically and with excitement when carrying out a sorting and matching activity. They explained their understanding using appropriate language and key mathematical vocabulary. In key stages 1 and 2, each lesson begins with a recap on prior learning. Assessment is used regularly to gauge pupils' understanding and ensures that new learning is built on secure prior knowledge and accurate starting points. Pupils enjoy mathematics and engagement is high. They are familiar with strategies and equipment, such as number lines and tens frames, to guide and support them in developing new concepts.

Leaders have developed curriculum plans that match the knowledge and skills set out in the national curriculum. These detailed plans are better organised in some subjects than in others when it comes to identifying the key knowledge, skills and subject-specific vocabulary from year to year. They are most developed in English and mathematics. In subjects such as history, plans do not set out the most important knowledge, understanding and skills that pupils must learn. It is also unclear how plans build on what children have learned in the early years. As a result, pupils are not acquiring the key knowledge so that they can remember the most important content learned over time.

Staff support pupils with special educational needs and/or disabilities (SEND) well. There are clear systems in place to support early identification. This means that learning can be adapted to support pupils' learning needs. Provision in the resource base is appropriately matched to pupils' needs. The school also provides effective emotional support through its nurture provision.

Pupils conduct themselves well around school. They are courteous and polite. Low-level disruption is rare. Where some pupils require support, plans are in place to support them. These are shared appropriately with staff.

The personal development of pupils is intrinsic to the life of the school. Leaders are keen to involve the wider school community. There are opportunities for pupils to learn about other faiths and cultures through the curriculum and assemblies. There are varied opportunities to support pupils' wider development, including taking on roles of responsibility.

## **Safeguarding**

The arrangements for safeguarding are effective.

Keeping children safe is of the utmost priority for the school. Effective policies and procedures are in place and these are known and understood by staff. Leaders have weekly supervision meetings and ensure that records are up to date and monitored, enabling pupils to receive the correct level of support they need. Staff receive regular training and information-sharing. As a result, they are swift to act on any concerns they may have. They are vigilant and keep a close eye on the most vulnerable pupils. Staff and governors understand the risks pupils may face in the local community.

## **What does the school need to do to improve?**

### **(Information for the school and appropriate authority)**

- The curriculum plans for subjects in the wider curriculum do not always identify the subject-specific knowledge that pupils should learn. Learning is not sequenced in enough detail to ensure that pupils learn the crucial content in a logical way. Leaders need to ensure that the content of all plans is well chosen and carefully sequenced and that end points are clearly identified. Leaders should also ensure that there are strategies in place to check that pupils remember what they have learned.
- Some subject plans do not consider how the subject starts in the early years. It is not clear how children in the early years are prepared to study the full range of subjects in key stage 1 and beyond. Subject leaders should set out more clearly what pupils will learn in the early years to prepare them for the full range of subjects in key stage 1.

## **Background**

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called a section 8 inspection of a good or outstanding school, because it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on a section 8 inspection. However, if we find some evidence that a good school could now be better than good, or that standards may be declining, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the section 8 inspection as a section 5 inspection immediately.

This is the first section 8 inspection since we judged the school to be good in January 2015.

## How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

## Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

## School details

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| <b>Unique reference number</b>             | 144272   |
| <b>Local authority</b>                     | Newcastle upon Tyne  |
| <b>Inspection number</b>                   | 10200613   |
| <b>Type of school</b>                      | Primary  |
| <b>School category</b>                     | Academy converter  |
| <b>Age range of pupils</b>                 | 2 to 11  |
| <b>Gender of pupils</b>                    | Mixed  |
| <b>Number of pupils on the school roll</b> | 289  |
| <b>Appropriate authority</b>               | The governing body   |
| <b>Chair of governing body</b>             | Kath Davidson  |
| <b>Headteacher</b>                         | Stephen Gittins  |
| <b>Website</b>                             | <a href="http://www.tyneview.newcastle.sch.uk">www.tyneview.newcastle.sch.uk</a> |
| <b>Date of previous inspection</b>         | Not previously inspected   |

## Information about this school

- The school joined the Newcastle East Academies Trust (NEAT) in April 2017.
- The school offers pre-school provision for 2-year-olds.
- The school has an additional resource centre to cater for 8 pupils from across the local authority who have been identified as having communication difficulties.

## Information about this inspection

- This was the first routine inspection the school received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with school leaders and has taken that into account in their evaluation.
- The inspector met with the headteacher, deputy headteacher, assistant headteacher, subject leaders, the pastoral welfare officer, the special educational needs coordinator, the early years leader, representatives from the governing body and groups of staff. The inspector discussed with them the quality of education provided by the school, the pupils' wider development, pupils' behaviour and staff workload.
- The inspector listened to pupils from Years 1, 2 and 3 read to an adult.

- The inspector did deep dives in these subjects: early reading, mathematics and history. This involved meeting with senior and curriculum leaders, scrutinising curriculum planning and visiting lessons where pupils were learning these subjects. The inspector talked to pupils in lessons and met with them to look at their work. The inspector also met with teachers to discuss the curriculum they were delivering.
- The inspector observed pupils' behaviour in lessons and around school, including at lunchtime. The inspector also met with groups of pupils to discuss their views of the school.
- The inspector met with pupils to gather their views through formal and informal discussion.
- In order to judge the effectiveness of safeguarding, the inspector read the relevant school policies, scrutinised the single central register, checked the school's procedures for the safe recruitment of staff and interviewed the designated safeguarding lead. The inspector also met with school staff to check their understanding of safeguarding and their training. Additionally, the inspector met with governors to check their understanding of their statutory responsibilities to keep pupils safe.
- The inspector considered the responses to Ofsted Parent View, including the 18 free-text responses, 51 responses to the online pupil survey and 8 responses to the staff survey.

## **Inspection team**

Gill Wild, lead inspector

Her Majesty's Inspector

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