

# Inspection of Chopwell Primary School

Derwent Street, Chopwell, Newcastle-upon-Tyne, Tyne and Wear NE17 7HS

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Inspection dates: 6 and 7 April 2022

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Early years provision	<b>Good</b>
Previous inspection grade	Good

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

The pupils at Chopwell Primary School are happy. They start the school day eager to learn and play with their friends. Leaders have high expectations of pupils. They have worked hard to raise the attendance and punctuality of pupils. As a result, pupils are learning more. One parent, whose comments reflected the views of the majority, stated that, 'The school offers an amazing teaching environment that allows my child to bloom'.

Teachers manage behaviour well. Incidents of bullying are infrequent. On the rare occasions that bullying happens, staff help pupils to understand how their actions affect others. Pupils understand how important it is to apologise.

Pupils move around the school calmly and sensibly. They play together well and treat each other with respect. Leaders have established a 'buddy system' between Year 6 pupils and the Reception class. This encourages team play and mentoring. Year 6 pupils reported that they missed the contact with younger pupils when COVID-19 restrictions prevented classes mixing.

Leaders have created opportunities for pupils to learn how to be safe. Pupils know how to protect their identity online. Pupils know that there are adults they can talk to if they are worried about their safety.

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

Leaders are ambitious for all pupils to succeed. They have made reading a priority. As a result, children learn to read from their first day in Reception. Nursery children learn and repeat songs and rhymes that help to develop their vocabulary and speech. Adults are strong role models for children in the early years. They teach children new sounds accurately and encourage children to use them as they learn through play. Leaders have prioritised children's physical development in the early years. Activities to develop children's strength and control help them to have the skills they need to write at an early stage.

All staff have received the training they need to teach early reading well. This helps pupils to read accurately and fluently. Books are carefully matched to the sounds that pupils have been taught. Pupils go home with a book that they know they can read. This helps them practise the sounds they are learning. Pupils have access to a variety of books that reflect the diversity in Britain today.

Learning in all subjects is well sequenced and meets the requirements of the national curriculum. Leaders have planned pupils' learning from the early years to Year 6. Leaders have prioritised their work in mathematics and physical education (PE). They have provided the support and training that staff need to teach with precision. Where training has been completed, staff are confident in teaching lessons. Learning builds carefully on what pupils already know. However, this work is

new. Leaders have not provided the training that teachers need in all areas of the curriculum. In subjects such as science, teachers are not delivering the curriculum accurately enough. As a result, pupils struggle to make sense of new ideas, for example, pupils' understanding of states of matter and separation techniques was not secure.

Teachers use assessment well to check what pupils understand. They take prompt action to address the misunderstandings pupils have. Pupils with special educational needs and/or disabilities are quickly and accurately identified. This includes pupils with physical needs. Teachers make changes to PE lessons to ensure all pupils are fully included. Pupils are supported in class so that they do not fall behind. Leaders support families to make applications to more specialist services through the local authority, for example, speech and language therapy.

Leaders have created a curriculum that helps to develop pupils' character. Pupils work well together in small groups and are keen to share ideas. Pupils take pride in their achievements. The personal, social and health education curriculum teaches pupils how people are not the same and can come from many different backgrounds. Pupils understand that those differences should be celebrated. Prior to the pandemic, pupils had access to many sports and extra-curricular clubs such as basketball, drama, cooking and football. Pupils report that there are only a few clubs currently running. Leaders have not prioritised the wider curriculum offer with enough urgency.

Governors ensure that the well-being of staff and pupils is a priority in the school. Staff's workload is carefully managed. Staff are positive about the leadership of the school. They readily take on extra leadership responsibilities. Governors regularly visit and consistently challenge leaders. They have an accurate view of the strengths and weaknesses within the school. Parents are very positive about the support that pupils receive.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders are tenacious and knowledgeable when following up safeguarding concerns. Staff are trained to keep pupils safe. They understand the local context and help pupils to make safe decisions when they are in new situations. Staff take prompt action when concerns are raised. Leaders work well with local agencies and social care. This ensures that families and their children are well supported.

Governors understand their duty to check safeguarding procedures and ensure that the pupils are safe. When leaders recruit new staff, they check that adults are suitable to work with pupils. All the necessary checks are recorded accurately.

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

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

- Curriculum plans are new in some areas and teachers have not been provided with the training they need to deliver learning to pupils with precision. As a result, pupils' learning is insecure. New learning does not build carefully enough on what pupils already know. Leaders need to provide training to teachers so that their subject knowledge improves and teachers deliver the intended curriculum with accuracy.
- Since the pandemic, leaders have not provided enough opportunities for pupils to access extra-curricular activities and leadership opportunities in school or in the wider community. As a result, pupils have few opportunities to develop their own talents and interests. Leaders need to plan a rich and diverse programme of activities that will encourage pupils to be outward reaching and develop their interests outside the classroom.

## 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

<b>Unique reference number</b>	131107
<b>Local authority</b>	Gateshead
<b>Inspection number</b>	10227180
<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	2 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	209
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Liz Sillence
<b>Headteacher</b>	Vic Bruce
<b>Website</b>	<a href="http://www.chopwellprimary.org/">www.chopwellprimary.org/</a>
<b>Date of previous inspection</b>	7 March 2017, under section 8 of the Education Act 2005

## Information about this school

- Since the last inspection, the leadership of the school has changed.
- The school has a breakfast and an after-school club.
- The school does not use alternative provision.

## Information about this inspection

The inspectors carried out this inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with school leaders and have taken that into account in their evaluation of the school.
- Inspectors met with the headteacher and assistant headteachers.
- Inspectors conducted deep dives in reading, mathematics, science, and PE. Inspectors met with curriculum leaders, looked at pupils' work and talked to pupils and teachers. Leaders were involved throughout the deep dive activities.

- Lessons were visited as part of the deep dive activities in reading, mathematics, and PE as well as learning walks through early years and with the special educational needs coordinator.
- Inspectors listened to pupils read to a familiar adult and visited reading and phonics lessons in Reception, Year 1, and Year 2.
- Inspectors met with the local authority representative.
- Inspectors met with representatives of the local governing body, including the chair of governors.
- Inspectors reviewed the responses that were received through the online questionnaire, Ofsted Parent View, which included free-text comments. Inspectors considered the responses that were received through Ofsted's staff questionnaire. There were no responses to the pupil survey.
- Inspectors observed pupils' behaviour throughout the school day, including pupils' arrival at school, in breakfast club, during lesson visits, at breaktimes and lunchtimes.
- Inspectors scrutinised the school's safeguarding documentation and met with teachers and pupils.

### **Inspection team**

Christine Durand, lead inspector

Ofsted Inspector

James Duncan

Her Majesty's Inspector

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