



# Cheviot Primary School

## Inspection Report

**Unique Reference Number** 108452  
**LEA** Newcastle upon Tyne  
**Inspection number** 277975  
**Inspection dates** 9 November 2005 to 10 November 2005  
**Reporting inspector** Mrs Moira Fitzpatrick

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

<b>Type of school</b>	Primary	<b>School address</b>	Yetholm Place
<b>School category</b>	Community		Newcastle upon Tyne
<b>Age range of pupils</b>	3 to 11		Tyne and Wear, NE5 4EB
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	0191 2869324
<b>Number on roll</b>	233	<b>Fax number</b>	0191 2714845
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Mr K Aungier
<b>Date of previous inspection</b>	1 March 2000	<b>Headteacher</b>	Mrs Eileen Youngs

<b>Age group</b> 3 to 11	<b>Inspection dates</b> 9 November 2005 - 10 November 2005	<b>Inspection number</b> 277975
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## Introduction

The inspection was carried out by two additional inspectors.

## Description of the school

This is an average-sized primary school which was formed from a First School after the last inspection. It is situated on a large housing estate in the west of Newcastle upon Tyne. There is high unemployment in the area and this is reflected in the very high number of pupils who claim free school meals. The proportion of pupils with learning difficulties and/or disabilities is much higher than average and 10 pupils have a statement of special educational need. The school houses two additional resource units on site. One is for pupils with behavioural difficulties and the other is an Early Years Assessment Centre. The majority of pupils are white, with very few from minority ethnic groups. The school has received a number of awards in recent years, including the Basic Skills Award, the Investors in People Award and the Healthy Schools Award. The school links well with community welfare workers to extend its support for pupils and their families. Parents are encouraged to be involved in the work of the school and are trained for the roles they take on.

## Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## Overall effectiveness of the school

### Grade: 3

Inspectors agree with the school's view that its effectiveness is satisfactory and that it gives satisfactory value for money. While outcomes in national tests for Year 6 pupils are below the standard expected, this was related to weaknesses in provision in Year 3 which have been resolved this term. Teachers do not always plan effectively enough to match work closely to pupils' needs. Provision for children in the Foundation Stage is good and here they progress well. Satisfactory teaching helps pupils make satisfactory progress overall from their very low starting points when they join the school. Good levels of care and pastoral support for pupils have produced a happy and secure school where pupils want to learn and believe they can do well. Pupils' personal development is good and they relish opportunities to take responsibility. The integration of pupils from the two special units attached to the school provides pupils with the opportunity to support and welcome other children into their school community. They do this well. Improvement since the last inspection has been satisfactory, with very good improvement during that time in attendance figures. Despite this, attendance is still below average and the school needs to continue its efforts to improve it. Leadership and management are satisfactory overall, and the headteacher and Foundation Stage leader provide good leadership for improvement in the school, so that the school is adequately placed to make further improvements.

not applicable

### What the school should do to improve further

- Continue to raise standards in reading, writing and mathematics in Key Stage 2.
- Improve teachers' use of day-to-day assessment so that they provide a better match of work to the needs of all groups of pupils.
- Continue to raise pupils' attendance by concentrating on the few pupils whose attendance is unsatisfactory.

## Achievement and standards

### Grade: 3

The school and the inspection team agree that achievement and standards are satisfactory. Children start school with standards that are well below average in all areas of learning and especially low in language and personal and emotional development. Pupils, including those with learning difficulties, make good progress in the foundation stage: by the time they start Year 1, many have reached the early learning goals in most areas of learning, though they are still below the nationally expected level. Results in Year 2 tests are consistently above similar schools, and close to the national average. Pupils who have learning difficulties or are in the Early Years Assessment unit make good progress.

Results of Year 6 pupils show that they make slower progress after Year 2. School records indicate that pupils make insufficient progress in Year 3. This is related to

frequent changes of teacher and high pupil absence. Nevertheless, Year 3 test results are getting better and in 2005 reading standards had improved considerably. Pupils in Years 4, 5 and 6 then go on to make good gains in their learning from this low starting point. Standards in art and design are good throughout the school and are above the expected level by Year 6.

## **Personal development and well-being**

### **Grade: 2**

The inspection team agrees with the school that pupils' personal development is good right from the outset in nursery. Because of this, pupils have good relationships with each other, are supportive in class and create a happy atmosphere in the playground. Their behaviour is consistently good, with the youngest children quickly learning what teachers expect of them. Pupils are polite and helpful. The older pupils develop mature attitudes and take on responsibility well, looking after arrangements for assembly and reading with younger pupils. Pupils are beginning to develop an awareness that their views matter through the work of the recently established school council and are keen to find ways of improving the school. Good provision for every aspect of spiritual, moral, social and cultural makes a significant impact on pupils' understanding of themselves and the world in which they live. They show great enthusiasm for visits out of school, for example to art galleries and places of worship. Good provision for personal and health education has given pupils a good attitude to healthy lifestyles through their understanding of the need to eat healthy food and to take regular exercise. They have a good understanding of how to keep themselves safe. Pupils enjoy their learning, and while school attendance is unsatisfactory overall, the vast majority of pupils' attendance is at least average. There are a small number of pupils who do not attend regularly.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

The school and the inspection team agree that teaching and learning are satisfactory. Good lessons were seen during the inspection, but these do not always produce equally good learning. As a result, pupils make only satisfactory progress. In the Foundation Stage, and Years 1 and 2, children's low language development slows down the progress of some pupils. The lack of progress for many pupils in Year 3 has held back their learning in Years 4 to 6 because their basic skills have not been sufficiently well developed by then. Some aspects of how teachers plan lessons are good. For example, teachers encourage shared learning and support between pupils. This is of great benefit to pupils who attend the school's special units for behaviour management and Early Years' Assessment. In the Foundation Stage, well planned activities help the children to make good gains in personal and emotional development so they learn more effectively. However, teachers' day to day assessment of pupils' learning is not as sharp as their monitoring of learning over time. This means that teachers do not always

give pupils work that they can do on your own which helps them move forward more quickly. As a result, pupils do not always make the progress they could. The teaching situation in Year 3 has stabilised this term. Standards in this year group are rising steadily because pupils are settled and are now making the expected progress in reading, writing and mathematics.

## **Curriculum and other activities**

### **Grade: 2**

The school judges the curriculum to be satisfactory. However, inspectors judge it to be good. The curriculum is well planned to make good links between subjects, which help pupils to consolidate their knowledge and reinforce skills. It has been designed to be relevant to the needs of pupils and is focused on developing specific areas of learning such as personal development, language development, as well as promoting good attitudes and teamwork. The curriculum for art and design is outstanding and a strength of the school. Skills are very well taught to all pupils, who thoroughly enjoy the subject because, as one Year 6 boy said, "You're well impressed with your work when it's finished. It always looks so good." Enrichment activities are good and include regular visits out of school, as well as visitors who add significantly to the provision. They bring in music and Spanish language expertise, and exciting activities such as Play in a Day. Pupils are delighted with the school's provision for Friday Clubs, which allow them to choose from a range of activities including art, dance, cooking, sport and choir.

## **Care, guidance and support**

### **Grade: 2**

The inspectors agree with the school's evaluation that this is good. The school provides well for the health and safety of pupils. Parents agree that their children are well cared for. Staff are aware of the school's risk assessment policies and these are well used. All staff have had appropriate training. Attendance is well monitored and absences are followed up through prompt response by office staff and the school's educational welfare officer. However, a small number of families do not respond to these measures. The assessment and monitoring of pupils' personal development is good and better than academic monitoring, which is satisfactory. Pupils are well supported to develop good attitudes and relationships, however, their work is not always matched to their needs. Pupils agree that relationships with adults are very good. They say they feel safe and know who to turn to for help. The school deals quickly with any bullying if it ever happens. Year 6 pupils said they would recommend the school to anyone because of the way that teachers care for them.

## **Leadership and management**

### **Grade: 3**

Inspectors judge leadership and management to be satisfactory overall, which differs from the school's judgement of good. The headteacher and the Foundation Stage

Co-ordinator provide good leadership and management for the development of the school. Together with the recently appointed deputy headteacher, they provide a clear direction for improvement and develop good teamwork among all staff.

The school has taken all reasonable steps to resolve the problem caused by frequent changes of teacher in the Year 3 class. Inspectors are satisfied that the school has done all it could to reduce the impact of this situation by placing very effective teachers in Years 4, 5 and 6. A further rise in results for Year 6 this year confirms the effectiveness of this strategy.

Although it is developing well, school self-evaluation is satisfactory. Clear links are made between findings and the school improvement plan. Governors are supportive but their involvement in the work of the school through a programme of planned monitoring visits has begun only recently. The issues raised at the last inspection have been tackled successfully. Attendance remains below average despite considerable efforts by the school and a significant improvement in the last three years.





## Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	<b>School Overall</b>	<b>16-19</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	3	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	3	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

### Achievement and standards

<b>How well do learners achieve?</b>	3	NA
The standards <sup>1</sup> reached by learners	4	NA
How well learners make progress, taking account of any significant variations between groups of learners	3	NA
How well learners with learning difficulties and disabilities make progress	3	NA

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	4	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	3	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	3	NA

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	3	NA
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	2	NA
<b>How well are learners cared for, guided and supported?</b>	2	NA

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	3	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	3	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3	NA
How effectively and efficiently resources are deployed to achieve value for money	3	NA
The extent to which governors and other supervisory boards discharge their responsibilities	3	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

<b>The extent to which schools enable learners to be healthy</b>	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
<b>The extent to which providers ensure that learners stay safe</b>	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
<b>The extent to which learners make a positive contribution</b>	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
<b>The extent to which schools enable learners to achieve economic well-being</b>	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

## **Text from letter to pupils explaining the findings of the inspection**

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11 November 2005

Dear Children

Thank you for giving us such a warm welcome when we visited your school. You were all polite and helpful, and we enjoyed talking to you and seeing your work so beautifully displayed around the school. We think you are making about the sort of progress we would expect to see, especially very early on when you join the school. There is a good range of things for you to do at school

Here is a list of what we liked most about your school

We are pleased that you enjoy your learning so much and that you work hard.

We are very pleased that you behave so well, are kind to each other and your school deals quickly with any bullying if it ever happens.

We think your art work is brilliant – you deserve to feel very proud of the high standards you reach.

We are pleased that your parents like to come and watch your assemblies and plays and that they are happy that you come to this school.

We are pleased that you value your teachers and each other so well and understand that it is important to care for each other.

The headteacher leads your school very well. We think it is lovely that your headteacher is so well liked by you and that she and all the teachers and adults work hard to make your school a happy and exciting place to work.

We agree with you that your teachers take good care of you.

We have asked your headteacher and teachers to make things even better by:

Helping you get even better at reading, writing and mathematics by giving you more work that you can do on your own which helps you move forward more quickly.

Helping some of you to attend school more often so you don't miss out on the lovely things that happen there.

Mrs M Fitzpatrick

(Lead Inspector)

Annex B