



Tyneview Primary School

Inspection Report

Unique Reference Number 108470
LEA Newcastle upon Tyne
Inspection number 277980
Inspection dates 7 February 2006 to 8 February 2006
Reporting inspector Mr Tom Grieveson

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

Type of school	Primary	School address	Winslow Place
School category	Community		Walker
Age range of pupils	4 to 11		Newcastle upon Tyne, Tyne and Wear
Gender of pupils	Mixed	Telephone number	0191 2626227
Number on roll	201	Fax number	0191 262 0224
Appropriate authority	The governing body	Chair of governors	Captain Neil Gardiner
Date of previous inspection	1 October 1999	Headteacher	Mrs Shirley Davison

Age group 4 to 11	Inspection dates 7 February 2006 - 8 February 2006	Inspection number 277980
-----------------------------	---	------------------------------------

© Crown copyright 2006

Website: www.ofsted.gov.uk

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

Introduction

The inspection was carried out by one of Her Majesty's inspectors and one additional inspector.

Description of the school

Tyneview Primary School is a smaller than average sized school located in the Walker area of Newcastle upon Tyne. The school is increasingly popular within the community and its pupil roll has now stabilised after a period of decline. A high proportion of pupils are entitled to free school meals, which reflects some economic and social disadvantage in the area. A small percentage of pupils come from minority ethnic families but none from households where English is not the first language. The percentage of pupils with learning needs and/or learning disabilities, including pupils with a statement of special educational need, is above that seen nationally. The school has additional facilities for pupils with communication disorders and physical disabilities (Additional Resource Centre).

Key for inspection grades

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

Overall effectiveness of the school

Grade: 4

In accordance with section 13 (3) of the Education Act 2005, HMCI is of the opinion that this school requires significant improvement, because it is performing significantly less well than in all circumstances it could reasonably be expected to perform. The school is therefore given a notice to improve. Significant improvement is required in relation to the achievement and standards reached by pupils.

The majority of pupils at Tyneview Primary School are not achieving as well as they could. By the time pupils are 11 years old, standards are well below those expected for their age. Inconsistencies in the quality of teaching and the ineffective use of assessment information regarding pupils' prior learning have adversely affected the progress which pupils make. Furthermore, despite the school's efforts, attendance remains below the national average. The headteacher has introduced several key improvements in recent months in order to tackle this underachievement. These include the appointment of new teaching staff and additional senior managers; the implementation of a rigorous monitoring regime and key changes to the way teachers plan learning and assess pupils' progress. These changes are appropriate. Modest improvements in the quality of teaching and pupils' achievement are now evident but too much inconsistency in the quality of teaching, including the use of assessment information, remains. Consequently, the impact of these changes on pupils' achievement and standards is limited. Throughout the school, there are strengths in pupils' personal development where their behaviour and attitudes towards school and learning are good. The school provides a high level of care and effective links with outside agencies contribute successfully to pupils well being. The additional resource centre (ARC) ensures that pupils with learning difficulties and/or disabilities make satisfactory progress. Provision is good in the Foundation Stage where pupils make good progress because their achievements are well known and provision is well matched to their needs. The school's own evaluation is mainly accurate except in relation to achievement and standards at Key Stage 2 because these are inadequate. While the school has made satisfactory progress against the previous inspection issues it has not made sufficient improvement overall. Value for money remains inadequate because standards are too low.

What the school should do to improve further

- Raise pupils' achievement and standards in English, mathematics and science.
- Improve the quality and consistency of teaching and learning.
- Ensure that full account is taken of pupils' prior achievements when teachers are planning future learning.
- Implement strategies to improve pupils' attendance.

Achievement and standards

Grade: 4

Pupils' attainment on entry to the Foundation Stage is below average and particularly so in their personal, social and emotional development and their communication skills. However, because of predominantly good teaching and a detailed knowledge of pupils' needs, the majority make good progress although standards reached by the end of the Reception year are still below average. Pupils do particularly well in their physical and creative development. At Key Stage 1, pupils do not make the progress which they should in reading and writing, but achieve close to national averages in mathematics. In 2005 reading and writing results were markedly below national averages. At Key Stage 2 pupils' achievement and standards are inadequate. This occurs because pupils experience significant differences in the quality of teaching and learning between classes and this restricts the progress which they make. As a result, their reading, writing and speaking skills are under-developed and the majority of pupils do not reach the targets set for them. By the time pupils are 11 years of age, standards are significantly below national average. Assessment information is not used sufficiently by teachers to plan lessons and many pupils are provided with tasks which do not challenge them sufficiently. In contrast, good use is made of staff expertise in the ARC and this enables pupils with learning difficulties and/or physical disabilities to make satisfactory progress. Staff here make effective use of assessment information to provide appropriate learning experiences for pupils.

Personal development and well-being

Grade: 3

Pupils' personal development and well-being are satisfactory and their behaviour is good. Children have a keen sense of right and wrong. Pupils' good behaviour is well supported by systems based on praise and reward. The small minority of pupils who present challenging behaviour are supported effectively with help from outside agencies. Teaching assistants mentor vulnerable pupils to good effect and adults are quick to identify those requiring additional emotional support and ensure this is provided. The school has recently introduced a structured programme to help children to improve their skills and knowledge to support their learning. New initiatives have been introduced designed to give pupils a 'voice' in the running of the school. This includes a successful school council. Pupils enjoy the opportunity to act in a responsible and mature manner and take their roles seriously. Although speaking skills are underdeveloped, older pupils express positive views about school and the opportunities available to them. Pupils know how to lead healthy lives and keep safe. The 'Healthy Schools Award' is due recognition of pupil and school achievement in this area. Pupils benefit from the cultural and multi-cultural activities afforded to them. They demonstrate an appropriate knowledge of their local culture and those of minority ethnic communities. Their spiritual development is satisfactory being supported particularly well during assembly periods. The majority of pupils enjoy school and attend well despite overall attendance rates being below national averages. This occurs, despite the school's efforts and the good support received from the local authority,

because too many families take holidays in term time and the small number of persistent non-attenders.

Quality of provision

Teaching and learning

Grade: 3

The quality of teaching is satisfactory. However, a small proportion of teaching is still inadequate and not enough teaching is good and this adversely affects pupils' achievement and the standards which they reach. In the better lessons, recent improvements have led to pupils receiving good support from enthusiastic teachers who work effectively with support assistants. Consequently, pupils are motivated and work hard. They enjoy discussion and work well with their peers. Teachers have high expectations of pupils and challenge them through effective questioning. In these lessons pupils progress well. However, the lack of overall consistency in teaching means good examples are rare. Where teaching is least effective, insufficient account is taken of pupils' prior learning when lessons are planned. The work provided for a significant minority is not sufficiently matched to their needs and this restricts their progress. Lessons are dominated by teacher talk and introductions are overly long. Pupils are not inspired to learn and some become disinterested. Opportunities for pupils to practise their skills and extend their knowledge are limited. The school's marking policy is also inconsistently applied. When used well, pupils receive clear and timely feedback about their work and how to improve. In most circumstances however marking is not related directly to pupils' future learning needs.

Curriculum and other activities

Grade: 3

At Key Stages 1 and 2 the curriculum is now satisfactory and in the Foundation Stage it is good. Recent improvements have strengthened the quality of the curriculum. It is broad and balanced and includes an appropriate focus on improving pupils' basic skills. Teachers use 'circle time' to help develop children's speaking and listening skills and support their personal development. Good use is made of visits and visitors and this improves pupils' interest and motivation. Pupils have access to a varied range of extracurricular activities, for example in physical and health education. These sessions are enjoyed and are well attended. In the Foundation Stage the curriculum is planned around clear objectives and well organised routines. This ensures that younger pupils enjoy a successful start to school and make good progress.

Care, guidance and support

Grade: 3

The school has made strident efforts to develop systems and strategies to ensure that care, guidance and support is improved. It is now satisfactory with some good features. Adults know their pupils well and quickly identify when something is wrong. Secure

systems are in place to provide additional support for pupils who are less confident. Significantly, this includes an effective and well managed 'buddy system' comprised of responsible and mature pupils who willingly provide advice and help to resolve concerns. These measures ensure that vulnerable pupils are well supported. Risk assessments are carefully completed. Provision in the ARC is good. Pupils here are happy and enjoy their learning. Where the school's new assessment framework is used well, such as in upper Key Stage 2, it provides detailed evidence of pupils' progress and their future learning needs. However, it is not used effectively by all teachers and its contribution to raising standards for all is limited. Furthermore, the use of learning targets in written and verbal feedback is developing, but is inconsistent across the school.

Leadership and management

Grade: 3

Leadership and management are satisfactory and improving. However the improvements are too recent to have made a difference to pupils' achievement and progress. The headteacher's clear and determined leadership is focused securely on raising standards; the changes which she has introduced are targeted precisely on areas of weakness. She is increasingly well supported by governors and the newly appointed senior team as their involvement in monitoring and evaluating the school's performance is becoming established.

The school's systems for monitoring and evaluation are now rigorous. These provide a clear understanding of the school's strengths and weaknesses. In particular they highlight inconsistencies in the quality of teaching and learning and planning and assessment. A planned programme of performance management is targeting improvements for individual staff. The raising achievement plan is accurately focused on whole-school areas for improvement. These changes however are not yet fully embedded. Governors have received effective training from the local authority and have developed a good understanding of the challenges faced by the school. They are now directly involved in monitoring and evaluating the school's performance including the monitoring of classroom practice. Governors are making informed decisions targeted at removing the school's weaknesses. Budget monitoring and planned spending are appropriately aligned to school improvement priorities. The school has the capacity to make further improvements. Staff and governors ensure that internal space is used efficiently to support learning. This also includes an appropriate base for family learning projects. The site is well maintained and to a high standard of cleanliness.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: www.ofsted.gov.uk.

Inspection judgements

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

Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	4	NA
How well does the school work in partnership with others to promote learners' well-being?	3	NA
The quality and standards in foundation stage	3	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	No	NA

Achievement and standards

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

Personal development and well-being

How good is the overall personal development and well-being of the learners?	3	NA
The extent of learners' spiritual, moral, social and cultural development	3	NA
The behaviour of learners	2	NA
The attendance of learners	3	NA
How well learners enjoy their education	3	NA
The extent to which learners adopt safe practices	3	NA
The extent to which learners adopt healthy lifestyles	3	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	4	NA

The quality of provision

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

¹ 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

How effective are leadership and management in raising achievement and supporting all learners?	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	4	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

The extent to which schools enable learners to be healthy	
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
The extent to which providers ensure that learners stay safe	
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
The extent to which learners make a positive contribution	
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
The extent to which schools enable learners to achieve economic well-being	
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

Alexandra House

33 Kingsway

London

WC2B 6SE

T 0207 421 6800

F 0207 421 6707

Ofsted helpline

08456 404045

The Pupils

Tyneview Primary School

Winslow Place

Walker

Newcastle upon Tyne

Tyne and Wear

NE6 3QP

7 February 2006

Dear Pupils

Thank you for welcoming Mrs Firth and myself to your school to carry out the inspection on 7 and 8 February 2006. The report is now complete and I would like to tell you what it contains.

We were impressed by the welcome which you and the staff gave us to your school. Thank you for that. Your school is a very welcoming place.

You were helpful in providing information about how much you enjoy being at Tyneview Primary School. We noticed in particular how hard you work and how good your behaviour is. We were particularly impressed by how much you help and care for each other.

Mrs Davison and the staff work very hard on your behalf. They do a great deal of work to prepare lessons and to provide interesting tasks for you to do. They show a great deal of care in keeping you safe and encouraging you to be healthy.

There are four things which you can help Mrs Davison and the staff to do better.

Firstly, we know that you could all achieve even higher standards than you do already and particularly with your reading and writing.

Secondly, that teachers make better use of the assessments of your work to make sure that you always do activities which will help you to learn well.

Thirdly, that the staff continue to make the changes necessary to ensure that teaching and learning are always good.

Fourthly, to help those pupils who do not attend school as often as they should to improve their attendance.

We consider that by working together with the staff you can all successfully make progress and achieve very good things for your school.

Thank you again for making our visit to Tyneview Primary School so enjoyable. Please accept our very best wishes for the future.

Yours sincerely

Tom Grieveson

Her Majesty's Inspector of Schools.