

Clover Hill Community Primary School

Inspection report

Unique Reference Number	108363
Local Authority	Gateshead
Inspection number	288077
Inspection dates	28–29 June 2007
Reporting inspector	Linda Buller

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	4–11
Gender of pupils	Mixed
Number on roll	203
School	
Appropriate authority	The governing body
Chair	Cllr Peter Craig
Headteacher	Mrs Wendy Edwards
Date of previous school inspection	1 December 2002
School address	Glenhurst Drive Whickham Newcastle upon Tyne Tyne and Wear NE16 5SJ
Telephone number	0191 4334056
Fax number	0191 4334057

Age group	4–11
Inspection dates	28–29 June 2007
Inspection number	288077

© Crown copyright 2007

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 two Additional Inspectors.

Description of the school

The school is similar in size to most primary schools nationally. It is in an area that is above average in terms of social and economic advantage. The proportion of pupils who claim a free school meal is lower than the national average. The proportion of pupils who have identified learning difficulties and/or disabilities is broadly similar to the national average, although fewer pupils than nationally have a statement of their special educational need. Most pupils are White British with a few from minority ethnic backgrounds. On entry to school, standards are typical of children of Reception age.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 1

This is an outstanding school. By the time pupils leave at the end of Year 6, they are mature and confident individuals who have reached high standards in their work. Pupils' personal development, well-being and their spiritual, moral, social and cultural development are outstanding. Based on mutual respect and trust, relationships between pupils and staff throughout the school are excellent. Pupils are exceptionally well involved in the work of the school and make especially good progress in acquiring the skills that will help them in their future life. Pupils thoroughly enjoy school and this is reflected in their very good attendance. Pupils feel very safe and understand how to keep healthy. Throughout the school, they show a love of learning and their behaviour is excellent. The sentiments of many parents are expressed by one who wrote, 'Clover Hill is exactly what you would hope for when your child is at school, encouraging, supportive, educational, safe and happy'.

A number of factors combine to account for pupils' outstanding achievement. The pupils themselves have a good deal to offer. Their attitudes to learning are excellent; they are keen and show a thirst for knowledge. The outstanding curriculum enables teaching to be exciting, real and relevant to the needs of these articulate pupils. Teaching is always at least good, with much that is outstanding. The teachers are very skilled at asking questions which challenge the pupils to think and to remain fully focused throughout lessons. They make sure that pupils are given tasks that match their learning needs and which challenge them appropriately. Outstanding provision in the Foundation Stage means that the children make very good progress in all areas of their learning. Excellent progress in their personal development provides them with the platform needed to continue to make good and often exceptional academic progress from Years 1 to 6. As a result, by the age of seven standards are above average at the end of Key Stage 1 and well above average at the end of Key Stage 2.

The care, guidance and support that pupils receive are also outstanding. Procedures for keeping pupils safe are fully in place and the school works exceptionally well with other agencies to promote pupils' welfare. Pupils are given excellent guidance on what they need to do to improve. Consequently, they speak knowledgeably about their targets; they are eager to reach the most challenging ones and have a good understanding of what they need to do to get there.

The headteacher provides excellent leadership and strikes the right balance between striving for academic achievement and promoting pupils' personal development and well-being. She gives a very clear direction for the work of the school, harnessing the talents of staff and building an excellent climate of teamwork. The school has an accurate view of its effectiveness; it is aware of its strengths and is quick to identify and act where things could be further improved. As a result, good progress has been made since the previous inspection and there is an excellent capacity to improve further.

What the school should do to improve further

- There are no major weaknesses and the school has identified the correct areas for improvement through excellent systems of self-evaluation.

Achievement and standards

Grade: 1

Pupils' achievement is outstanding and standards are generally well above average. Children get off to a very good start in Reception and by the time they enter Year 1, most have achieved or exceeded the standards that are typical of children of their age. Pupils make good progress in Key Stage 1. Results of assessments at the end of Key Stage 1 have, until 2006, been consistently above the national average since the school was last inspected. In the 2006 assessments for pupils at the end of Year 2, results were in line with the national average. In this year group, far more pupils than is usual for this school experienced difficulty with their learning. When this is taken into account the remaining pupils continued to reach above average standards. School records and inspection evidence confirm that current standards in Key Stage 1 are once again above average and higher than in 2006.

In Key Stage 2, pupils make excellent progress and build very well on what they know and can already do. This leads to high standards by the end of Year 6, particularly in English. The school's results in national tests and assessments at the end of Year 6 have been consistently above or well above the national average. Results in 2006 were the best the school has attained. Most notable were the exceptionally high results attained in English which indicated that pupils in this school were working at levels approximately one year ahead of their peers nationally. Standards in mathematics, although above average, were not as high as in English and this has been a key priority for the school. As a result, school data and inspection evidence confirm that the rate of pupils' progress has increased and standards have risen, with far more pupils in the current Year 6 reaching the higher Level 5. Pupils with learning difficulties and/or disabilities do equally as well with many of them reaching nationally expected levels by the time they leave the school. There is no significant difference in the achievement or attainment of girls and boys.

Personal development and well-being

Grade: 1

Personal development and well-being, including spiritual, moral, social and cultural development, are excellent. Pupils' manners are impeccable. They show great respect for adults and each other. They have a good awareness of the needs of more unfortunate people. This is evident in conversations with pupils and their efforts to fundraise, for example, for a cancer charity in Malawi. Behaviour in lessons and around school is outstanding. Relationships are excellent and older pupils, trained as playground buddies, organise play for younger children. The quality of play in outdoor break times, aided by the range of equipment and space, is second to none. Pupils know they are well looked after and feel safe. As one pupil stated 'It's a caring school where you feel safe, teachers trust you and give you plenty of responsibilities'. Responsibilities are taken seriously, especially by members of the school council who ensure that the opinions of their peers are listened to and acted upon. Pupils know about healthy lifestyles and make good use of the range of sporting opportunities available. Carefully planned and well-balanced menus are appreciated and many pupils have healthy lunch-box contents. Attendance is very good. Pupils are enthusiastic about what they do in lessons and appreciate the chance to take part in a range of visits. Pupils are prepared very well for the next steps in their educational careers, both in terms of their confidence and ability to work co-operatively and the high standards that they achieve.

Quality of provision

Teaching and learning

Grade: 1

A fundamental reason why standards are so high is that the quality of teaching overall is outstanding. Teachers plan their work meticulously and make good use of high quality resources. These motivate pupils and help to focus their learning. Pupils benefit from teachers' good questioning skills. Most lessons are briskly paced and comprise challenging and engaging activities so that pupils respond with enthusiasm. A good range of teaching approaches hold pupils' interest and provide opportunities for them to expand their thinking skills. As a result, pupils have good levels of independence, are able to reflect on their work and willingly take responsibility for making improvements. Assessment is used exceptionally well; therefore pupils of all abilities and experience are appropriately challenged to do their best. Meaningful praise and good marking give pupils the incentive and direction to improve their work, although this is currently more evident and effective in literacy than in numeracy.

Curriculum and other activities

Grade: 1

The curriculum is excellent, with many opportunities to learn through first hand experiences. It is stimulating and interesting. Changes to the curriculum, by teaching skills through enjoyable themes, for example, 'When Granddad was a lad', have raised standards, particularly in writing. The curriculum is well tailored to meet pupils differing abilities, including the most able or those who have learning difficulties and/or disabilities. The school has considered the need for pupils to be more aware of other faiths, cultures and global issues. Therefore there is an excellent range of enrichment opportunities through visits, visitors and special weeks like 'One World Week'. Attractive displays celebrate the richness of the curriculum and support pupils' views that learning is fun. Curriculum provision regarding the dangers of drugs, smoking, and the Internet, road and fire safety together with very good opportunities for sport, music and art adds much to the outstanding quality of the curriculum.

Care, guidance and support

Grade: 1

Provision for pupils' care, guidance and support is outstanding. Pupils and parents show great appreciation of the attention that staff give to this aspect of the school's work. Very effective procedures for safeguarding children including child protection, health and safety, and appropriate risk assessments are in place. Regular staff meetings highlight vulnerable pupils. Measures are then quickly taken to address specific needs, for example, staff training in bereavement counselling.

Very good arrangements are in place to track pupils' progress and to provide the support and guidance needed to make sure that no pupil underachieves. Gifted pupils and those with learning difficulties and/or disabilities are soon identified and supported to achieve their potential. The school makes very good efforts to involve parents in their children's learning by newsletters, parents' meetings and pupil planners.

Leadership and management

Grade: 1

Leadership and management are outstanding. This is a school that is committed to continuous improvement. The headteacher's leadership is excellent and an inspiration to all who work in the school. Teamwork is of a very good quality; every member of staff takes full responsibility for the education and care of every pupil. In this way they play a valuable part in moving the school forward. The school's self-evaluation is effective. The strengths of the school are clear but this does not lead to complacency; all staff share the vision for further development and strive to ensure that standards continue to rise. The success of this can be clearly seen in the exceptionally high standards attained in English in 2006 and the increase in the rate of progress in mathematics, which has been the school's most recent priority for improvement. The headteacher and senior staff rigorously monitor teaching and carefully check the progress made by pupils. This information is used very effectively to set clear priorities for improvement in provision and ambitious targets for what pupils can achieve. Governance is good. Governors have a good understanding of how well the school is doing and use this information well to hold the school to account for its performance.

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.

Annex A

Inspection judgements

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

Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	1
How well does the school work in partnership with others to promote learners' well-being?	1
The quality and standards in the Foundation Stage	1
The effectiveness of the school's self-evaluation	1
The capacity to make any necessary improvements	1
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

How well do learners achieve?	1
The standards ¹ reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	1
How well learners with learning difficulties and disabilities make progress	1

Personal development and well-being

How good is the overall personal development and well-being of the learners?	1
The extent of learners' spiritual, moral, social and cultural development	1
The behaviour of learners	1
The attendance of learners	1
How well learners enjoy their education	1
The extent to which learners adopt safe practices	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	1

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	1
How well do the curriculum and other activities meet the range of needs and interests of learners?	1
How well are learners cared for, guided and supported?	1

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

Annex A

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	1
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively performance is monitored, evaluated and improved to meet challenging targets	1
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1
How effectively and efficiently resources, including staff, are deployed to achieve value for money	1
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

3 July 2007

Dear Pupils

Inspection of Clover Hill Community Primary School, Newcastle upon Tyne, NE16 5SJ

We really enjoyed visiting your school. Thank you for sharing with us all the wonderful things that you do. You helped us to understand how the school works and what makes it so outstanding. I agree with you that your headteacher and all of the adults in your school are doing a really good job in helping you to learn. They work very hard to plan lots of interesting and exciting activities which you really enjoy. It was also very clear that you all play a very important part in the success of your school. Your behaviour is excellent, you are very keen to learn and always try your best. You look after one another very well and have a very good understanding of how to keep yourselves and others safe.

Your headteacher leads the school exceptionally well and is very clear about how to keep making it better and better. All those involved with the school, including you and your parents, work very well as a team and we are confident that the school will go from strength to strength.

Thank you again for being so helpful and I hope you continue to enjoy your wonderful school.

Yours sincerely

Linda Buller

Lead inspector