

Tyneview Primary School

Inspection report

Unique Reference Number	108470
Local Authority	Newcastle upon Tyne
Inspection number	295357
Inspection dates	7–8 June 2007
Reporting inspector	Joe Clark

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	
School	200
Appropriate authority	The governing body
Chair	Captain Neil Gardiner
Headteacher	Mrs Shirley Davison
Date of previous school inspection	1 February 2006
School address	Winslow Place Walker Newcastle upon Tyne Tyne and Wear NE6 3QP
Telephone number	0191 2626227
Fax number	0191 262 0224

Age group	4–11
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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

This is an average sized school serving an area of high social and economic deprivation. The proportion of pupils entitled to free school meals is well above average. The majority of pupils are of White British heritage with only a small number of minority ethnic pupils. All pupils speak English as their main language. The proportion of pupils with learning difficulties and/or disabilities is well above average. The school has an Additional Resource Centre (ARC) catering for a small number of pupils with communication disorders.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

This is a good school which has made remarkable progress across many fronts in the last sixteen months and has good capacity for further improvement. Consequently, in accordance with section 13 (5) of the Education Act 2005, HMCI is of the opinion that the school no longer requires significant improvement.

The school has made significant improvement because the headteacher has tackled the weaknesses identified in the previous report with vigour and determination. Her strong leadership, and that of her senior colleagues, has turned the school around. Pupils' overall progress is now good. They enter school with standards that are well below average. From the Foundation Stage of learning through to the end of Year 2, progress is satisfactory, gathering momentum as pupils move up through the school. In 2006, results from national tests at the end of Year 6 indicated that standards were just below average, representing good achievement. Pupils currently in Years 5 and 6 are meeting expectations set nationally for the end of Year 6. For many pupils, this represents outstanding achievement. More pupils are achieving well because they attend school more regularly. Attendance overall has improved dramatically in the last twelve months: it has moved from well below average and inadequate, to above average. This is a reflection of the good management systems now being applied to improving attendance and also the active involvement of governors in supporting the school's efforts.

Teaching and learning have improved and this has made a significant contribution to pupils' good achievement. The inadequate teaching identified previously has been eradicated because leadership and management have improved the quality of lessons through effective monitoring, intervention and support. Teaching is now good and pupils learn well, not only because of good teaching but because of the positive attitudes they bring to their work. Their personal development is good and their behaviour is good, in lessons and around school. They are polite and friendly and mix well with each other. Pupils talk openly of enjoying coming to school and that they feel safe and are well cared for, receiving good pastoral and academic support and guidance. 'I like my teachers... they help me with my work when it gets hard', was typical of many positive comments. Pupils understand the importance of staying safe and trying to live a healthy lifestyle. They leave school with good basic skills in English and mathematics which, combined with their good social and personal skills, promises well for their future economic prosperity. The support pupils with learning difficulties and/or disabilities receive is good and they make good progress throughout the school.

The curriculum is satisfactory. There is an increasing focus on developing basic skills, but more could be done in planning where and how this is to be achieved, particularly in Key Stage 1. Assessment and tracking systems are good and help support pupils' good achievement. The data the school collects on how well children achieve in the Foundation Stage of learning is not always used effectively to plan the curriculum when they transfer into Year 1.

Provision in the ARC is good. Teachers and other adults work effectively as a team to ensure pupils make good progress in their personal and academic development.

What the school should do to improve further

- Improve curriculum planning for the development of basic skills in English and mathematics, particularly in Key Stage 1, so that these can be applied more consistently in all subjects.

- Ensure data on pupils' prior attainment on entry into Year 1 is used more effectively to plan work that builds on what pupils already know and can do.

Achievement and standards

Grade: 2

From a low baseline of well below average standards on entry into the Foundation Stage, children make good progress and reach broadly average standards at the end of Year 6. Results in the national tests at the end of Year 6 in 2006 were a big improvement on 2004 and 2005 and indicated standards that were just below average. Inspection evidence suggests that due to better teaching and learning, current standards have improved further. Pupils in Years 5 and 6 are currently achieving standards expected by the end of Key Stage 2, indicating good achievement. Standards are currently well below average overall in Year 2, but this particular year group has a large proportion of pupils with learning difficulties and/or disabilities. Although standards are well below average, pupils are making steady progress and achievement is satisfactory. At the end of Year 2 in 2006, pupils achieved well below average assessments in reading, writing and mathematics, but inspection evidence suggests that this cohort of pupils, now in Year 3, has made good progress since that time and is currently achieving standards not far from what is expected for pupils of their age. Pupils in the ARC and pupils with learning difficulties and/or disabilities make good progress.

Personal development and well-being

Grade: 2

Pupils' personal development, including their spiritual, moral, social and cultural development, is good. Pupils enjoy and benefit from a wide range of visitors to the school, including those from other cultures. Spiritual development is satisfactory with some good examples of spiritual development, but these are not consistent throughout the school. Pupils enjoy coming to school. Attendance has improved dramatically in the last two terms and is now good. When at school, pupils feel in safe hands. They say there is little bullying and have confidence in the 'buddy system,' which provides reassurance and support if needed. They enjoy exercising responsibility; for example, as school councillors. In the Foundation Stage, there are fewer opportunities for children to develop independent skills because adults too often direct the children in their learning and play.

Pupils understand the advantages of a healthy lifestyle through sensible diet and the value of keeping fit through regular exercise. They enjoy the extra-curricular opportunities the school provides, particularly dance, football and peer massage. They develop good basic skills which, allied to good social skills, help equip them well for life in the workplace. They make a good contribution to the school and wider community; for example, through participation in a recycling challenge organised by a local housing association.

Quality of provision

Teaching and learning

Grade: 2

Teaching and learning are good. Pupils learn well because they have good attitudes to learning and are well taught. Teachers plan work that is interesting and challenging. Lessons are conducted at a good pace with a strong focus on what pupils will be expected to have learned by the end of each lesson. Improvements in teaching have been instrumental in securing

improvement in pupils' achievement and progress. Relationships with pupils are supportive and encouraging and motivate pupils to want to learn. The marking and assessment of pupils' work is good. It shows pupils what they must do to improve and pupils talk knowledgeably and enthusiastically about their learning journeys. Occasionally, as the lesson proceeds, teaching does not react quickly enough to pupils' lack of understanding of crucial concepts and lower attaining pupils sometimes get left behind. Pupils with learning difficulties and/or disabilities learn well because they receive good support.

Curriculum and other activities

Grade: 3

The curriculum is satisfactory. There is an increasing emphasis on developing basic skills but planning to achieve this, through their application across all subjects, does not have a sharp enough focus, particularly in Key Stage 1. Pupils benefit from a good range of visits and visitors; for example, a visit to the Ouseburn Valley and a visit from a group of African dancers. Personal development is supported by several activities; for example, circle time and peer massage. The support for pupils in the ARC and for pupils with learning difficulties and/or disabilities is good, but the needs of gifted and talented pupils are only just being recognised. The Foundation Stage curriculum is well organised and planned, but the good outdoor facilities are not fully utilised. There are effective links with other providers; for example, with Newcastle University through the Student into School programme.

Care, guidance and support

Grade: 2

The care and support of pupils are good. Thorough procedures are in place to safeguard pupils. Good systems ensure that pupils receive appropriate support when needed; for example, from the Walker Alternative Learning Curriculum. Pupils in the ARC and pupils with learning difficulties and/or disabilities receive effective personal support and academic guidance. Links with outside agencies and other providers such as the local Technology College are good and enable the school to share expertise and resources for the benefit of pupils. Guidance for all pupils is good. They know what they need to learn next through effective target-setting, and the good feedback they receive from marking. There is good use of prior attainment data when setting targets for the end of Years 2 and 6. The attainment data from the Foundation Stage is not used effectively in Key Stage 1 to build on what pupils already know and have achieved.

Leadership and management

Grade: 2

The leadership and management of the school are good. The leadership team has undergone significant change in the last four terms with the appointment of new phase leaders. This team has proved highly effective in turning round the underachievement of recent years. Improvement since the previous inspection has been good. Not only has pupils' achievement improved, but their personal development is also much stronger. Attendance has been transformed from inadequate to good. Staffing has been strengthened with new appointments. Inadequate teaching has been eradicated. At the heart of this change has been the strong leadership of the headteacher who has provided the clear direction and energy that has transformed the school from one where the local authority deemed it to need extra support, to one now charged with standing on its own feet. The school knows itself well and self-evaluation is effective in

identifying areas for improvement. Good systems have been established for tracking pupils' progress and identifying and intervening where underachievement is threatened.

There is a recognition that pupils are now achieving well through Key Stage 2. The school also acknowledges that the pace of improvement in the early years needs to be quickened through a greater emphasis on building on the achievements of the Foundation Stage through better curriculum planning in Key Stage 1. Governance is good. Regular monitoring and feed back ensures that governors are well informed. Parents are supportive. The overwhelming number of parents who responded to the Ofsted questionnaire expressed strong backing for the headteacher and the school.

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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
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Overall effectiveness

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

Achievement and standards

How well do learners achieve?	2
The standards ¹ reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

Personal development and well-being

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

The quality of provision

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

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?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively performance is monitored, evaluated and improved to meet challenging targets	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
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

11 June 2007

Dear Pupils

Inspection of Tyneview Primary School, Newcastle upon Tyne, NE6 3QP

Thank you so much for your warm welcome when we visited your school recently. We really appreciated the help you gave us and the interesting things you told us about your school. We enjoyed talking to you.

The last time your school was inspected you were not making as much progress in your work as you should have been. This has now changed and your current progress is good. You are now achieving much higher standards in your academic work. This is because your teachers are really ensuring that you are learning well.

Your behaviour and attitudes to school and to work are as good as they were before. Your attendance is not – it has improved dramatically! Well done to you all – not only those of you who are attending more regularly, but those who have always attended well and set the example for the rest. Keep it up!

Your headteacher is a good headteacher and is going to make sure you keep up the good progress you are making, particularly in the first few years where progress is a little slower than later on up the school. To help this happen, your teachers are going to do two things. They are going to look again at the curriculum to make sure that you use and develop your basic skills in English and mathematics in all your subjects. They are also going to make better use of the information the school has about how much you have achieved in the Reception class when planning work for you to do in Year1.

Thank you once again for all your help. Good luck for the future.

Yours sincerely

Joe Clark Sue Waugh

Lead InspectorTeam Inspector