

Cheviot Primary School

Inspection report

Unique Reference Number	108452
Local Authority	Newcastle-upon-Tyne
Inspection number	324772
Inspection dates	1–2 October 2008
Reporting inspector	David Earley

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number on roll	
School (total)	220
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
Appropriate authority	The governing body
Chair	Mr Keith Aungiers
Headteacher	Mrs Eileen Youngs
Date of previous school inspection	1 November 2005
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Yetholm Place Newcastle upon Tyne Tyne and Wear NE5 4EB
Telephone number	0191 2869324
Fax number	0191 2714845

Age group	3–11
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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 a socially deprived area on the edge of Newcastle-upon-Tyne. A very high proportion of pupils are eligible for free school meals and most pupils are of White British backgrounds. The proportion of pupils who speak English as an additional language is below average. The proportion of pupils with learning difficulties and/or disabilities is well above average. There are two additionally resourced centres housed on the school site. One is an Early Years Foundation Stage assessment centre and the other is for pupils with social, emotional and behaviour difficulties. There is a small number of looked after children. The school has achieved Activemark, Healthy Schools, Enviro Schools and Basic Skills awards.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

This is a satisfactory and improving school with some good features. The headteacher and deputy, well supported by staff, governors and the local authority have taken decisive action to remedy the unsatisfactory achievement and below average standards of recent years. The school has implemented comprehensive and rigorous systems for assessing and tracking the progress of each pupil. Class teachers and the headteacher stringently analyse the performance of each pupil and together monitor the impact of the steps taken in order to improve. As a result, standards in both key stages have improved significantly. Inspection evidence and school data indicate that these improvements are being sustained. Standards are now broadly average and getting better, except in aspects of writing at Key Stage 2, where they remain below average. Good provision in the Early Years Foundation Stage (EYFS), including a high number of effective staff, help to ensure that children make good progress from a very low baseline on entry.

Personal development, including spiritual, moral, social and cultural development is good. Most pupils enjoy learning and behave well. They know how to keep fit and stay healthy and say that they feel safe in school. Preparation for the next stage in their education is satisfactory and they contribute well to the community. Care, guidance and support are good. This is a very caring school where each pupil is valued. There are good links between home and school and the overwhelming majority of parents are supportive of the care provided by the school. Speaking for many, one parent commented that, 'This is a happy school.' The school does all that it can to make sure that pupils are safeguarded.

The quality of teaching and learning are satisfactory, with some good and outstanding features. Good relationships help to give pupils confidence in their learning so that they are keen to ask and answer questions. In the best lessons teachers present tasks in a lively and interesting way and the brisk pace to lessons ensures that pupils are fully engaged in their tasks. In lessons where teaching is satisfactory the pace is slower and pupils are sometimes confused about their tasks. When they are marking work other than English, teachers do not take sufficient advantage of opportunities to help pupils to improve their writing skills.

The curriculum is satisfactory. There are many visitors and visits, including residential experiences. These help to enrich learning and make pupils eager to extend their skills and knowledge. The promotion of literacy and numeracy skills is being further developed in other subjects in order to increase relevance of learning and extend skills. Improved links between EYFS and Key Stage 1 is helping to ensure continuity of learning.

Leadership and management are satisfactory. Self-evaluation is good. The headteacher, staff and governors share a clear vision focused on raising standards and achievement and providing a happy and challenging education for each pupil. Governance is satisfactory. There are insufficient opportunities for subject leaders to check teaching and learning in order to make improvements. Pupils have a sound understanding of community cohesion.

Effectiveness of the Early Years Foundation Stage

Grade: 2

Children make a good start to their school life because good teaching leads to good achievement in the Nursery and Reception classes. Children join the Nursery with a wide range of abilities. However, the majority have skills that are much lower than those expected for their age. Boys

and girls make equally good progress and by the time they leave the Reception class most are approaching the expected goals. This good progress is a result of the high number of effective staff who provide a caring and supportive environment in which the children want to come to school and learn. Carefully planned activities develop children's interests and skills whilst promoting their enjoyment of learning. They are encouraged to work together and this contributes effectively to their good personal development and preparation for the next stage in their education. The Nursery and Reception classes are well led and managed. All the staff work well together. They have made many improvements in the curriculum and provision that have had a positive impact on the children's development. The staff have very good relationships with parents and carers and this helps children to settle in quickly and develop a positive attitude to school.

What the school should do to improve further

- Improve the skills of pupils in Key Stage 2 in adapting writing for different audiences.
- Improve the quality of teaching so that it is consistently good or better.
- Provide more opportunities for subject leaders to check the quality of teaching and learning in order to make improvements.

A small proportion of the schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Achievement and standards

Grade: 3

Achievement for all pupils, whatever their gender, age, ability or circumstance is satisfactory. Standards are broadly average and improving. In 2007 teacher assessments at the end of Year 2 in reading, writing and mathematics were significantly below average, as they had been for the previous two years. The provisional results in 2008 were much better. Results in the national tests in 2007 at the end of Year 6 in English, mathematics and science were significantly below average, as they had been for the previous four years. Provisional results of the tests in 2008 showed significant improvements. Pupils in the current Years 2 and 6 make satisfactory and improving progress. They are on track to reach broadly average standards by the end of the year, except in writing in Key Stage 2, where it is likely to be below average, particularly in writing for the needs of different audiences. Analysis of school data and inspection evidence indicate that these substantial improvements are sustained throughout the school.

Personal development and well-being

Grade: 2

Quality of provision

Teaching and learning

Grade: 3

Teaching and learning are satisfactory. During the inspection all lessons observed were at least satisfactory. Some were good and occasionally outstanding. Most lessons are well planned, conducted at a brisk pace and characterised by pupils responding well to teachers' high expectations. Pupils make the best progress when they are given practical activities to do, such as talking to a partner about an aspect of their work. This is further enhanced in the outstanding

teaching and learning, when the teacher's excellent explanations ensure that pupils are fully engrossed in their work. In satisfactory lessons, pupils' concentration dips because they are expected to sit and listen for too long and they are not clear about what they are expected to learn. The marking of written work is better in English than it is in other subjects, resulting in some missed opportunities to extend learning.

Curriculum and other activities

Grade: 3

The curriculum is satisfactory. It has some good elements. It is well enriched with many visits and visitors. This helps to make learning exciting and engenders positive attitudes which are contributing to improving achievement and standards. For example, when pupils work with experts in role as Vikings or Romans their understanding of history is deepened. The school is developing the use of literacy and numeracy in other subjects in order to extend skills. It is in the process of adapting the curriculum in Key Stage 1 to enhance continuity with the EYFS curriculum and make better provision for the needs of pupils, especially those who have poor literacy and communication skills. This is helping to raise standards and accelerate progress.

Care, guidance and support

Grade: 2

Care, guidance and support are good. Parents are very appreciative of the very good support and care provided by all staff. The school's strong relationships with outside agencies and families, ensure that vulnerable pupils are well supported. Procedures to ensure pupils' health and safety are thorough and risk assessments are fully in place. The school does all that it can to make sure that pupils are safeguarded. Good systems are in place to check and measure pupils' academic progress. The progress of each pupil is regularly checked by their class teacher and headteacher and targets set for the next steps to be taken for each pupil to improve. This has contributed significantly to much improved standards and achievement.

Leadership and management

Grade: 3

Leadership and management are satisfactory. The headteacher and deputy provide strong leadership in the concerted drive to raise standards and achievement. This is significant in recent improvements in performance. The school has moved from a position of underachievement to one more recently where achievement and standards are satisfactory and improving. The rigour with which performance is evaluated and teaching and learning monitored in order to make improvements has ensured that there are effective systems in place to enable these to be sustained. After a dip since the last inspection the school is back on track. The school has a satisfactory understanding of its role in promoting community cohesion. Self-evaluation is good and leads to a realistic development plan. However, there are insufficient opportunities to extend the role of subject leaders in subjects other than literacy and numeracy, in order to make improvements. Governance is satisfactory. Governors know the school well and are supportive. They make appropriate use of their expertise in helping to shape the direction of the school. The school has good capacity to improve.

Annex A

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	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?	3
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well being?	2
The capacity to make any necessary improvements	2

Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	2
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	2

Achievement and standards

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

¹Grade 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.

Personal development and well-being

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

The quality of provision

How effective are teaching and learning in meeting the full range of learners' needs?	3
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

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination eliminated	2
How well does the school contribute to community cohesion?	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	3
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

Annex B**Text from letter to pupils explaining the findings of the inspection**

3 October 2008

Dear Pupils

Inspection of Cheviot Primary School, Newcastle upon Tyne, SR3 3DJ

Thank you for making us so welcome when we inspected your school. Your school is satisfactory and improving and there are some parts that are good. We were pleased to hear that you know a lot about keeping fit and healthy and about looking after the environment. We were impressed by how helpful you are around school and by the way you get on well with each other and behave well.

These are some of the things your school does well.

- You get off to a good start in the Nursery and Reception classes.
- You are making increasingly better progress with your work.
- The school looks after you well and keeps a careful check on how well you are doing so that teachers can help you to do even better.
- Your school is a happy place with lots of interesting visits and visitors.

These are some of the things we have suggested to help the school to get better.

- We would like your teachers to help older pupils to improve their writing for different audiences.
- We have asked that all lessons be equally good at improving your progress.
- We want teachers to have more opportunities to check how well you are doing in the lessons in different subjects.

Thank you once again for making us so welcome and I must tell you that we especially enjoyed listening to you singing your school song.

Yours sincerely

David Earley

Lead inspector