

Tyneview Primary School

Inspection report

Unique Reference Number	108470
Local Authority	Newcastle Upon Tyne
Inspection number	337084
Inspection dates	26–27 April 2010
Reporting inspector	Gillian Salter-Smith

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	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	190
Appropriate authority	The governing body
Chair	Mr Ammar Mirza
Headteacher	Mr Stephen Gittins
Date of previous school inspection	Not previously inspected
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Introduction

This inspection was carried out by three additional inspectors. Inspectors observed 18 lessons taught by nine teachers. Formal meetings were held with groups of pupils, governors, staff and the School Improvement Partner. There was some informal discussion with parents but no formal meeting. Inspectors observed the school's work, and documents they looked at included the self-evaluation form, the school improvement plan, and policies and documents relating to safeguarding arrangements. Questionnaires completed by parents, pupils and staff were analysed and included 51 from parents.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- achievement, particularly for the more able pupils, girls and transient pupils, and in writing in Key Stage 2
- the current rate of attendance
- pupils' understanding of cultural diversity nationally and globally and the impact of the school's community cohesion policy
- the effectiveness of teaching and assessment in ensuring challenge for the more able pupils
- the use of assessment to promote good progress in Early Years Foundation Stage and the effectiveness of the use of the outdoor area.

Information about the school

This is an average sized school with a well above average proportion of pupils known to be eligible for free school meals. Most pupils are from White British backgrounds. Of the very small proportion of pupils from minority ethnic groups a few are in the early stages of learning English as an additional language. The proportion of pupils with special educational needs and/or disabilities, including those with a statement of special educational needs, is well above average. An above average proportion of pupils join or leave the school at times other than the usual start in the Nursery. The school has an Additional Resource Centre catering for eight pupils with communication disorders. The headteacher was appointed from September 2009 having been the acting headteacher during the previous year.

The school has the Financial Management Standard in Schools Award, the Healthy School award, an Eco School award and has received a Local Authority Anti-bullying accreditation.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

2

The school's capacity for sustained improvement

2

Main findings

Tyneview is a good school. Leaders, governors and staff have created a safe and secure school where pupils are very happy and enjoy learning. The school makes sure that every pupil, whatever their circumstances or background, is well cared for and supported so that they achieve well. Pupils attending the Additional Resource Centre are exceptionally well supported and are fully included in all aspects of school life. The school is a settled and cohesive community where behaviour is good and pupils from different backgrounds and cultures get on well together. However, pupils' understanding of people from backgrounds, cultures and religions different to their own, within the United Kingdom and internationally, is more limited.

Pupils are developing into confident learners because they are well taught, and relationships between staff and pupils are very positive and supportive. The well-planned curriculum gives pupils many different opportunities to succeed; for example, the work produced in art and design and technology is especially impressive.

Since the previous inspection the senior leadership of the school has been strengthened further and its very strong commitment to improvement is supported widely by a staff who work well as a team. Leaders' accurate self-evaluation means that they know what is working well in the school and they have taken well planned action that is leading to improvement. For example, the relatively weaker attainment in reading in Key Stage 1, and in writing in Key Stage 2 for the more able pupils, is being tackled and the work of pupils currently in school is beginning to improve. Attainment overall is broadly average but is weaker in English because the proportion of pupils reaching the higher levels in their writing is below average. The recent work on improving assessment systems has been very effective in holding teachers to account for individual pupils' progress. However, leaders are not yet using assessment information fully to identify the impact of teaching on the progress of all the different groups of pupils, particularly the more able. As a result of strong and effective leadership pupils' attainment continues to rise, pupils' achievement is good overall and there is good capacity to improve further.

What does the school need to do to improve further?

- Improve the proportion of pupils reaching above average levels in writing by:
 - ensuring pupils are kept focused on their personal targets when writing about different subjects across the curriculum
 - ensuring that leaders identify differences in the progress between all groups of pupils, especially the more able, to better evaluate the impact of teaching on

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progress.

- Promote pupils' wider understanding of people from different backgrounds, religions and cultures by;
 - implementing plans to develop links with schools nationally and internationally.

Outcomes for individuals and groups of pupils**2**

Pupils enjoy lessons and make good progress. They enjoy talking constructively about their work to each other. They are excited by good stories and books that they have read and pupils are able to use colourful and exciting language to describe settings, characters and events in their own stories. Pupils settle down to tasks quickly and most are able to do their work on their own without close direction from adults. Pupils work especially well in the Additional Resource Centre. Here, pupils respond particularly well to the encouragement and support they receive and are developing good communication skills when they talk about the good points in each other's work.

No group of pupils underachieves and the vast majority of pupils make good progress from their starting points, including those who join the school at times other than the usual start in the Nursery class. There are variations in the progress and attainment of girls and boys from year group to year group but no consistent pattern. Pupils with special educational needs and/or disabilities make very good progress because their needs are well known to staff and support is carefully tailored to build their confidence and meet specific needs. Pupils' attainment by Year 6 is average overall and rising but is not as strong in English compared to other subjects. This is because in recent years there have been fewer pupils reaching above average levels in writing compared to mathematics and science. Work seen in lessons and in pupils' books shows that attainment in writing is beginning to rise in response to greater challenge in lessons and a more stimulating curriculum.

Pupils have confidence in the adults in school and feel that they can rely on their support if they need help. Pupils benefit from the generous amount of time given to physical education in the curriculum. Playtimes are especially active and well organised with pupil 'buddies' organising many games and activities. The school council contributes many good ideas on how to improve the school and regularly communicates with governors. Pupils are keen to raise funds for charities and have a strong spiritual, social and moral awareness. They have a clear sense of right and wrong and are very sensitive to each other's needs. Pupils' basic skills in literacy, numeracy and information and communication technology (ICT) develop well. These, together with strongly developing cooperative and communication skills, prepare them well for their futures. The vast majority of pupils enjoy school and attend regularly and the number of pupils with high rates of absence is below average.

These are the grades for pupils' outcomes

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account: Pupils' attainment ¹	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account: Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Teaching is mostly good and ranges from satisfactory to occasionally outstanding. Skilful management of pupils' behaviour together with well deserved praise build pupils' confidence as learners. Most lessons are very well planned. A variety of activities that pupils enjoy ensures a good pace to most lessons and builds up learning step by step. Interactive whiteboards are used well to involve pupils in learning activities. Teachers know their pupils very well and use assessment information precisely to ensure that gaps in knowledge and understanding are filled and tasks are matched to pupils' different needs. As a result, the more able pupils are increasingly challenged. The carefully modified tasks, made personal to each individual, alongside the warmth of the relationships that give support and confidence to individuals, characterise the outstanding practice.

Pupils appreciate their individual targets and clear success criteria for each lesson. Occasionally younger pupils cannot make the most of these because they do not fully understand what is written in their books. Increasingly, pupils review their own and each other's work helping them to better understand how they can improve. Teachers mark work thoroughly, and older pupils in particular respond positively to the advice and make improvements to their work.

The curriculum is well designed to ensure good academic progress and personal development. Progress in basic skills of literacy, numeracy and ICT is well planned and there are plenty of carefully considered opportunities for pupils to practise these skills when carrying out work in different subjects. However, pupils are not often encouraged to have their individual targets for improvement in these skills in mind, missing the

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opportunity for pupils to refine their skills more precisely, particularly in writing. The school's focus on developing pupils' skills in the arts subjects brings them into contact with a wide range of skilled artists who inspire and develop their confidence.

Strong and effective pastoral care based on supportive relationships with pupils and their parents or carers underpin pupils' well-being and progress. Well-organised arrangements in partnership with many local agencies ensure that pupils and their families receive the support that they need. Good attendance is encouraged across the school and staff work tirelessly to support pupils who find it difficult to attend regularly.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The headteacher's strong lead ensures that all leaders have an accurate understanding of the school's strengths and weaknesses. This arises from meticulous monitoring of pupils' progress, improved assessment systems and regular checks on teaching and learning. School improvement plans identify the right priorities and help to drive forward improvement. The performance management of all staff is closely linked to school priorities and has led to well focused professional development for all staff. Recently improved assessment and tracking systems are used very well by leaders to identify underachievement and provide appropriate support for individuals, and to ensure class teachers are responsible for individual pupil progress. Leaders have started to analyse the good assessment information available but are not yet fully familiar with how provision and teaching are affecting the progress of every different group of pupils, including the more able.

Governors bring useful expertise to their role. A number are regularly involved in monitoring the work of the school. They are well informed of the school's strengths and priorities for improvement. Governors have constructive relationships with staff and regularly consult parents and carers and pupils for their views.

There are extensive systems in place to keep parents and carers well informed about what is happening at school and the progress their child is making. Workshops encouraging parents and carers to learn how to support their children's learning are well supported.

The school is well aware of its local, national and international context and has worked well to develop pupils' understanding of the various communities within the local area. The school has extensive plans, in part through the Comenius project, to further develop

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pupils' understanding of the national and international dimension of communities different to their own, but these are in the early stages of development.

Governors are fully committed to and are successful in providing an inclusive school in which all pupils achieve well. The more vulnerable pupils and those with special educational needs and/or disabilities are especially well supported and achieve well. The school is working hard and succeeding in improving achievement for the more able pupils, in part through the use of its rigorous assessment systems. Governors are highly committed to ensure that the school provides a safe environment for all pupils. Checks on the suitability of staff meet government requirements and arrangements for child protection are thorough and involve local agencies extensively.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Good communication with parents helps children to settle into school quickly. Children enjoy their learning and most join in all activities and cooperate well with other children and staff. Behaviour is good and well managed by staff who build positive and supportive relationships with the children. Children benefit from a good balance between activities led by adults and those chosen by the children. Purposeful play is well planned for both indoors and outdoors. Outdoor learning has been improved since the previous inspection with better use of resources that give children opportunities to play and learn across all areas of the curriculum. When children start in the Nursery class, levels of development for many are well below those expected for their age, especially in communication and mathematical development. In response to well-planned learning and teaching that takes account of children's individual needs, children make good

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progress. They understand how to stay healthy and safe and most reach average levels of physical development. Although children make good progress in improving their communication skills and mathematical development, by the time they move into Year 1, reading, writing and mathematical calculation are below average. Leaders of the Early Years Foundation Stage are knowledgeable and have a clear understanding of strengths and areas in need of improvement. Good assessment systems support well-planned provision and management decisions. For example, a focus on improving children's understanding of letters and sounds is helping to accelerate progress in communication and language skills. Safeguarding arrangements are robust and the area available to the children is extensive but safe. Risk assessments are carried out on the outside area and the adults who are working with children are suitably qualified.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

The vast majority of the parents who responded to the questionnaire are supportive of the school's work. They consider that their children enjoy school, are well cared for and supported, well taught and make good progress. Parents appreciate the good pastoral care and the way the school involves them in supporting their children's learning. Inspectors are able to agree with the parents' positive views. A very small minority of parents are not happy with the way the school handles poor behaviour. Inspectors looked carefully at the school's behaviour management systems and found them to be working well for the vast majority of pupils.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Tyneview Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 51 completed questionnaires by the end of the on-site inspection. In total, there are 190 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	21	41	29	57	1	2	0	0
The school keeps my child safe	23	45	27	53	0	0	0	0
The school informs me about my child's progress	20	39	28	55	2	4	0	0
My child is making enough progress at this school	18	35	27	53	4	8	0	0
The teaching is good at this school	25	49	24	47	1	2	0	0
The school helps me to support my child's learning	20	39	30	59	0	0	0	0
The school helps my child to have a healthy lifestyle	21	41	28	55	1	2	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	16	31	31	61	2	4	1	2
The school meets my child's particular needs	20	39	28	55	3	6	0	0
The school deals effectively with unacceptable behaviour	18	35	28	55	2	4	3	6
The school takes account of my suggestions and concerns	12	24	35	69	0	0	1	2
The school is led and managed effectively	15	29	34	67	0	0	1	2
Overall, I am happy with my child's experience at this school	23	45	24	47	3	6	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above is for the period 1 September to 31 December 2009 and is the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



29 April 2010

Dear Pupils

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

Many thanks to you all for making the inspection team welcome when we visited your school. We enjoyed meeting and talking to so many of you and seeing you all hard at work and enjoying your lessons.

We found Tyneview to be a good school. You make good progress in your academic work and achieve well because you are well taught and the staff take very good care of you all. They make sure that you are happy in school and ready to enjoy learning. You get along well with each other and behave well. You know how to keep yourselves safe and healthy and it was pleasing to see how active you were at playtimes and how well the 'buddies' worked to include lots of children in playing active games. We enjoyed seeing all the very good artwork you have produced. You should be very proud. Those of you who attend the ARC (the Additional Resource Centre) are exceptionally well cared for and taught. It was good to see how well you got on with your work and how good you were at saying how well others had done when you listened to each other's stories. The leaders and governors in your school work hard to make improvements and ensure that every one of you gets the most out of school. They agree that there is still work to do and we have asked them to make the following improvements:

- help more of you to reach above average standards in writing by keeping your own targets for writing in mind whenever you write about different subjects
- ensure that you develop a better understanding of people from different cultures, religions and backgrounds by putting the plans into place to link up with other schools in this country and other countries.

We hope that you will play your part by continuing to enjoy lessons and working hard.

Yours sincerely

Mrs Gillian Salter-Smith

Lead inspector

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